

This publication is **not** for sale



**Kwara State Government**

Produced with the  
support of

**esspin**

Education Sector  
Support Programme  
in Nigeria



**UKaid**

from the Department for  
International Development

**Literacy  
lesson plans**  
Primary 1

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

**Weeks**  
6—10

Type of lesson plans/  
Grade

Term/  
Learning theme

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

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



## Introduction

Teaching and learning processes in Kwara State have improved as a result of the introduction of the new lesson plans developed by the State School Improvement Team (SSIT). The recent improvement in the quality of education in Kwara is a direct function of quality teaching.

Evidence of improved teaching quality includes an increase in the number of pupils completing basic education and a general improvement in literacy and numeracy levels.

Teachers in Kwara have experienced tremendous professional improvements through training and refresher programmes on the new lesson plans, facilitated by SSIT and school support officers (SSOs).

These lesson plans, designed and edited by Education Sector Support in Nigeria (ESSPIN), have become Kwara teachers' classroom companions.

As teaching manuals, the lesson plans have been designed to provide a step-by-step guide in the teaching of literacy and numeracy. The lesson plans promote more collaborative, interactive, participatory and reflective learning to encourage children to become active learners.

I am sure that continuous use of these lesson plans by teachers will raise the standard of our education in Kwara State and also assist in consolidating the new administration's education reform.

I therefore appreciate the contribution of the UK Department for International Development (DFID), through ESSPIN, in designing, editing and producing the lesson plans.

**Alhaji Saka Onimago**  
Honourable Commissioner  
for Education and Human  
Capital Development,  
Kwara State

---

**Literacy  
lesson plans  
Primary 1**

---

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

---

**Weeks  
6—10**

# Introduction

## ▶ Organising the classroom for effective learning

## Organising the classroom for effective learning

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

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

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

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

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

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

## Group and pair work

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

To discuss, solve problems or to play learning games.

To find their own way in their learning.

The main benefits of group and pair work are:

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

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

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

Co-operation.

Taking turns.

Listening to others.

Sharing.

Working harmoniously with others.

Solving problems.

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

---

**Literacy  
lesson plans  
Primary 1**

---

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

---

**Weeks  
6—10**

# Introduction

▶ Songs, stories and games  
for the term

### What is in the box?

---

Write words on flash cards.

---

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

---

Put the pictures or objects in a box.

---

Hold up one of the flash cards to the class.

---

Read the word slowly.

---

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

### My head, my shoulders

---

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

### Objects in the classroom

---

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

### Point to the window

---

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



---

**Literacy  
lesson plans  
Primary 1**

---

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

---

**Weeks  
6—10**

---

**Sound story:  
h**

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

---

**Sound story:  
d**

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

**Sound story:**

e

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

**Sound story:**

c

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

**Sound story:**

n

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

**Sound story:**


m

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

**Sound story:**

r

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



Week  
6  
Myself

## Letters/sounds

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

## Words/phrases

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

## Assessment

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

# Describing myself

## Learning outcomes

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

Say something about themselves in English.

Talk using some English words.

## Teaching aids

### Before the lesson:

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

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

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

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

## Letters and sounds

### Whole class teaching

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

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

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

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

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

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

10  
minutes

## Introduction

### Pair task

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

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

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

25  
minutes

## Main activity

### Whole class teaching

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

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

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

Repeat with different pupils for the other questions.

10  
minutes

Song

## Plenary

### Whole class teaching

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

# Describing myself

## Learning outcomes

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

Recognise the letter sound 'n'.

Write the letter 'n'.

Confidently say simple sentences about themselves in English.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Write the 'n' words on the chalkboard.

Have a sand tray for each pair of pupils.

Read Macmillan Primary English 1, page 9.

## Letters and sounds

### Whole class teaching

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

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

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

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

Choose someone to point to and say each sound.

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

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

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

10  
minutes

Macmillan  
Primary English 1

25  
minutes

10  
minutes

## Introduction

### Pair task

Ask pupils to look at Macmillan Primary English 1, page 9.

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

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

## Main activity

### Whole class teaching

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

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

'Do you think she is a nice teacher?'

Ask pupils: 'Which picture shows what you enjoy the most?'

### Pair task

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

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

## Plenary

### Whole class teaching

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

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

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



# Describing actions at home

## Learning outcomes

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

Hear the 'n' sound in words.

Write the letter 'n'.

Think of and describe some  
actions at home.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Practise reading the 'n story'.

Write the 'n story' on the  
chalkboard.

Look at the picture in Macmillan  
Primary English 1, page 8.

## Letters and sounds

### Whole class teaching

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

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

Read and explain the 'n story'.

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

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

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

## Introduction

### Pair task

Ask pupils to look at the picture at the bottom of Macmillan Primary English 1, page 8.

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

Ask them who they have seen in the picture.

Make sure they mention five people: the mother, the father, the boy, the girl and the baby. If they do not mention one of the people, point to the picture of that person and ask 'Who is this?'.

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

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

## Main activity

### Group task

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

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

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

## Plenary

### Whole class teaching

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

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

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

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

# Writing about myself

## Learning outcomes

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

Begin to read and spell words with 'n'.

Say something about themselves in English.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Write the 'n story' on the chalkboard.

Have ready a blank card for each pair.

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

## Letters and sounds

### Whole class teaching

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

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

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

Read the story with them.

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

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

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

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

10  
minutes

## Introduction

### Whole class teaching

Show the class your sentence and pictures on the chalkboard.

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

25  
minutes

## Main activity

### Individual task

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

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

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

10  
minutes

## Plenary

### Pair task

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

# Writing about myself

## Learning outcomes

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

Hear known sounds in words.

Match sounds to a letter to make simple words.

Write some words that relate to themselves.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Write the 'n' words on the chalkboard.

Have the drawings from Day 4 on the chalkboard.

## Letters and sounds

### Whole class teaching

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

Ask the pupils to say the sounds.

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

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

Repeat this process with the other words.

Ask the class to read the words with you.

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

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

10  
minutes

## Introduction

### Whole class teaching

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

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

25  
minutes

## Main activity

### Individual task

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

Ask some pupils to tell you their words.

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

Tell the class to write their words under their pictures.

10  
minutes

## Plenary

### Pair task


Ask pupils to swap books with their partners.

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

### Whole class teaching

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

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



Week  
7  
In my classroom

## Letters/sounds

**'c'**  
cat  
can  
cap  
cow  
cot  
cup  
cake

## Words/phrases

**'k'**  
king  
kid  
skip  
skin  
key  
kite  
  
pencil  
book  
bell  
ball  
table  
chair  
teacher  
pupil  
door  
window  
chalkboard  
ceiling  
floor  
wall  
map

## Assessment

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



# Objects in the classroom

## Learning outcomes

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

Say and write the sound 'c'.

Say some of the names of objects in the classroom.

## Teaching aids

### Before the lesson:

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

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

Have ready sticks and sand trays.

Read Macmillan Primary English 1, page 3.

Write the key words on the chalkboard.

## Letters and sounds

### Whole class teaching

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

Place the flash cards around the playground.

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

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

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

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

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

## Introduction

### Pair task

Ask pupils to look at the pictures in Macmillan Primary English 1, page 3.

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

## Main activity

### Whole class teaching

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

Tell them to say the words with you.

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

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

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

## Plenary

### Whole class teaching

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

# Naming classroom objects

## Learning outcomes

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

Recognise the sound that the  
letter 'c' makes.

Write the letter 'c'.

Identify some classroom objects  
using their English name.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

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

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

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

## Letters and sounds

### Whole class teaching

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

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

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

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

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

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

10  
minutes

Macmillan  
Primary English 1

25  
minutes

10  
minutes

Song

## Introduction

### Pair task

Ask pupils to look at the picture in Macmillan Primary English 1, page 30.

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

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

## Main activity

### Whole class teaching

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

Ask pupils to say the name of the object.

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

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

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

### Group task

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

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

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

## Plenary

### Whole class teaching

Sing 'Point to the window' with the class.

# Drawing objects in the classroom

## Learning outcomes

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

Recognise and spell words containing the sound 'c'.

Identify classroom objects and say their names.

## Teaching aids

### Before the lesson:

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

Write the 'c story' on the chalkboard.

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

## Letters and sounds

### Whole class teaching

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

Read and explain the 'c story'.

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

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

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

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

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

Choose pupils to write the words on the chalkboard.

10  
minutes

Game

## Introduction

### Whole class teaching

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

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

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

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

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

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

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

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

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

25  
minutes

## Main activity

### Group task

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

Tell the pupils to say the words with you.

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

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

10  
minutes

## Plenary

### Pair task

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

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

# Classroom diagrams

## Learning outcomes

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

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

Write the names of some objects.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

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

Have ready the flash cards from Days 2 and 3.

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

## Letters and sounds

### Whole class teaching

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

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

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

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

Read the 'k' words and explain them.

Ask pupils to say the words with you.

10  
minutes

## Introduction

### Whole class teaching

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

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

25  
minutes

## Main activity

### Group task

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

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

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

10  
minutes

## Plenary

### Whole class teaching

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



# Identifying classroom objects

## Learning outcomes

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

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

Name classroom objects.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

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

Have ready the group maps from Day 4.

Read the song in Macmillan Primary English 1, page 34.

Have a sand tray ready for each pair.

## Letters and sounds

### Whole class teaching

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

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

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

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

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

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

10  
minutes

## Introduction

### Whole class teaching

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

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

25  
minutes

## Main activity

### Group task

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

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

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

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

10  
minutes

Song

## Plenary

### Whole class teaching

Sing the pointing and clapping song in Macmillan Primary English 1, page 34 and do the actions.

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

Week  
8  
Around the school



## Letters/sounds

**'ck'**  
sack  
pack  
kick  
pick  
sick  
tick

**'e'**  
set  
pet  
net  
ten  
peck

**'h'**  
hat  
hen  
hip  
hit  
has

## Words/phrases

school  
tree  
bush  
flower  
ball  
lizard  
machine  
car  
stone  
leaf

This is \_\_  
Is this a \_\_?  
What is this?  
Where is \_\_?

## Assessment

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

# Objects in the school compound

## Learning outcomes

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

Say the sound 'ck'.

Spell words with 'ck'.

Identify some objects in the school compound.

## Teaching aids

**Before the lesson:**

Have ready the sound flash cards.

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

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

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

## Letters and sounds

**Whole class teaching**

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

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

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

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

Say the 'ck' words with them.

Ask pairs of pupils to get out their sound cards.

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

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

10  
minutes

## Introduction

### Pair task

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

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

After 5 minutes, call them back into the classroom.

25  
minutes

## Main activity

### Whole class teaching

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

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

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

### Individual task

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

10  
minutes

Game

## Plenary

### Whole class teaching

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

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

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

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

**Literacy  
lesson plans**  
Primary 1

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

**Week 8**  
**Around the school**  
Day 2

Lesson  
title

# 'This is a \_\_\_'

15  
minutes

Game

e

## Learning outcomes

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

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

Use the phrase 'This is a'.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

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

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

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

## Letters and sounds

### Whole class teaching

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

Write 'e' on the chalkboard.

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

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

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

Ask the class to say the words with you.

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

10  
minutes

## Introduction

### Whole class teaching

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

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

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

25  
minutes

## Main activity

### Group task

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

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

10  
minutes

Game

## Plenary

### Whole class teaching

Ask pupils to stand in a circle.

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

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

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

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

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



**Literacy  
lesson plans**  
Primary 1

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

**Week 8**  
**Around the school**  
Day 3

Lesson  
title

# 'Is this a \_\_?'

15  
minutes

Story

e

## Learning outcomes

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

Write the letter 'e'.

Hear the sound 'e' in words.

Use the question 'Is this a \_\_?'

Use the English names for objects.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Write the 'e story' on the chalkboard.

Display the flash cards from Day 2 around the room.

Look at the top picture in Macmillan Primary English 1, page 9.

## Letters and sounds

### Whole class teaching

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

Read and explain the 'e story'.

Choose pupils to help you to role play the story.

Read the story again.

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

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

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

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

10  
minutes

## Introduction

### Whole class teaching

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

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

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

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

Encourage them to answer: 'Yes'.

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

25  
minutes | Macmillan  
Primary English 1

## Main activity

### Individual task

Ask the pupils to open Macmillan Primary English 1, page 9 and look at the top picture.

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

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

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

### Pair task

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

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

10  
minutes | Game

## Plenary

### Whole class teaching

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

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

# 'What is this?'

## Learning outcomes

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

Say and write the sound 'h'.

Ask and answer the question 'What is this?'

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

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

Have a sand tray ready for each pair of pupils.

Write 'What is this?' on the chalkboard.

Display flash cards of the objects around the room.

## Letters and sounds

### Whole class teaching

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

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

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

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

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

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

10  
minutes

## Introduction

### Whole class teaching

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

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

'What is this?'

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

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

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

25  
minutes

## Main activity

### Pair task

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

Ask their partner to answer.

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

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

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

10  
minutes

Song

## Plenary

### Whole class teaching

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

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

# 'Where is \_\_\_?'

## Learning outcomes

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

Read and spell some words starting with 'h'.

Ask the question 'Where is?'

## Teaching aids

### Before the lesson:

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

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

Set 1:

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

Set 2:

Pictures of the objects.

## Letters and sounds

### Whole class teaching

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

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

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

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

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

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

Choose pupils to write these words on the chalkboard.

10  
minutes

## Introduction

### Whole class teaching

Write 'What?' on the chalkboard.

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

Ask pupils to answer you.

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

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

Show them 'Where?' on the chalkboard and encourage them to say it with you.

Ask: 'Where is the table?'

Encourage the class to answer by pointing to a table.

25  
minutes

## Main activity

### Whole class teaching

Give out the flash cards to pupils.

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

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

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

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

Encourage the class to say: 'Yes'.

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

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

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

10  
minutes

## Plenary

### Individual task

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

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

Week  
9  
In the house



## Letters/sounds

'm'

man  
men  
mat  
map  
him  
hem  
mist  
stem  
ram

'r'

rat  
rag  
rip  
ran  
rub  
trap  
trip

## Words/phrases

mat  
spoon  
plate  
cup  
pot  
bed  
brush  
basket  
clock  
knife  
fork  
bottle  
key  
bowl  
It is in \_

## Assessment

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



# Objects in the house

## Learning outcomes

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

Recognise the sound that the letter 'r' makes.

Say the names of objects found at home.

## Teaching aids

### Before the lesson:

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

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

Bring in some real household objects.

## Letters and sounds

### Whole class teaching

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

Point to the picture and say 'rrrat'.

Show the letter 'r'.

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

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

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

10  
minutes

## Introduction

### Whole class teaching

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

Show them real household objects.

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

25  
minutes

## Main activity

### Whole class teaching

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

Show the class the flash cards with the words on.

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

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

Macmillan  
Primary English 1

### Pair task

Tell the pupils to look at Macmillan Primary English 1, page 17.

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

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

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

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

10  
minutes

## Plenary

### Whole class teaching

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

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

# Objects in the house

## Learning outcomes

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

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

Say sentences about objects using the word 'in'.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Write the 'r' words on the chalkboard.

Prepare a sand tray for each group.

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

## Letters and sounds

### Whole class teaching

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

Write 'r' on the chalkboard.

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

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

Ask pupils to say the words with you.

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

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

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

10  
minutes

## Introduction

### Whole class teaching

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

Tell them the names of the objects in English.

25  
minutes

## Main activity

### Whole class teaching

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

Tell pupils to look at the drawing of the house.

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

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

10  
minutes

## Plenary

### Pair task

Show the pairs the objects.

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

# Sentences about the house

## Learning outcomes

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

Hear the sound 'r' in words.

Write the letter 'r'.

Name objects found in different rooms in the house.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Write the 'r story' on the chalkboard.

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

Have ready the house drawing from yesterday.

## Letters and sounds

### Whole class teaching

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

Write 'r' on the chalkboard.

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

Read and explain the 'r story'.

Choose pupils to help you to role play the story.

Read the story again.

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

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

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

10  
minutes

Macmillan  
Primary English 1

## Introduction

### Whole class teaching

Tell the pupils to look at Macmillan Primary English 1, page 17.

Point to each object in turn and say its name.

Tell the pupils to repeat it after you.

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

### Pair task

Tell one member of each pair to point to an object in Macmillan Primary English 1, page 17 and ask the other to try to say its name.

25  
minutes

## Main activity

### Whole class teaching

Look at the house pictures from Day 2.

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

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

### Group task

Ask the groups what might be found in the bedroom.

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

10  
minutes

## Plenary

### Group task

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

Tell them to say the names after you.

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

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

Ask each group to hold up their pictures and words.

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

# Objects in the home

## Learning outcomes

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

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

Match pictures to English words.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

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

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

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

Have ready a sand tray for each group.

## Letters and sounds

### Whole class teaching

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

Write 'm' on the chalkboard.

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

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

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

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

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

10  
minutes

Song

## Introduction

### Whole class teaching

Sing 'Objects in the classroom'.

Tell the pupils to look at the house drawing.

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

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

25  
minutes

## Main activity

### Group task

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

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

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

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

Ask the other groups if they are correct.

10  
minutes

## Plenary

### Individual task

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

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



# Objects at school and at home

## Learning outcomes

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

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

Identify some objects using their English name.

## Teaching aids

### Before the lesson:

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

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

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

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

## Letters and sounds

### Whole class teaching

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

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

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

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

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

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

Choose pupils to write the words on the chalkboard.

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

10  
minutes

## Introduction

### Group task

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

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

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

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

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

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

25  
minutes

Macmillan  
Primary English 1

## Main activity

### Whole class teaching

Ask the class to look at the picture at the bottom of Macmillan Primary English 1, page 8.

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

Ask them what they can see in the picture at the bottom of Macmillan Primary English 1, page 9.

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

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


10  
minutes

## Plenary

### Group task

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

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



Week  
10  
Where I live

## Letters/sounds

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

## Words/phrases

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

## 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.

# My village

## Learning outcomes

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

Write the letter 'd'.

Say simple sentences using 'this'.

## Teaching aids

### Before the lesson:

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

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

Have eight pieces of paper for each group.

## Letters and sounds

### Whole class teaching

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

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

Tell the pupils to join in.

Write 'd' in the air.

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

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

10  
minutes

Macmillan  
Primary English 1

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to look at Macmillan Primary English 1, page 19.

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

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

Tell them to reply: 'This is a hut'.

Repeat with each picture.

Ask the pupils to read the sentences in Macmillan Primary English 1, page 19 with a partner.

Ask each pair to read the sentence to the class.

## Main activity

### Whole class teaching

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

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

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

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

### Group task

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

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

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

Repeat until you have said all the words.

Keep their pictures for tomorrow.

## Plenary

### Whole class teaching

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

The pupils should reply: 'This is a \_\_\_.'

Repeat for all the words.

# My village

## Learning outcomes

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

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

Answer the question, 'What is this?'.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Write the 'd' words on the chalkboard.

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

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

## Letters and sounds

### Whole class teaching

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

Play 'I spy'.

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

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

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

Repeat with a different object.

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

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

10  
minutes

## Introduction

### Group task

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

Give the pupils the pictures they drew yesterday.

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

Repeat until you have said all the words.

25  
minutes

## Main activity

### Whole class teaching

Write the key words on the chalkboard.

Point to the key words.

Read and explain each one.

Tell the class to say the words with you.

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

The class should reply: 'This is the hut', etc.

### Pair task

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

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

The partner should reply: 'This is the \_\_\_'

Tell the pairs to swap roles and repeat the activity.

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

10  
minutes

## Plenary

### Whole class teaching

Point to the key words on the chalkboard.

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

The class should reply: 'This is the \_\_\_'

Ask the pupils to draw a picture of their village.



# My village

## Learning outcomes

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

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

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

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Write the 'd story' on the chalkboard.

Write the key words on the chalkboard.

Bring in objects from the kitchen.

Draw things found in the village.

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

## Letters and sounds

### Whole class teaching

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

Write 'd' on the chalkboard.

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

Read and explain the 'd story'.

Choose pupils to help you to role play the story.

Read the story again.

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

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

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

10  
minutes

## Introduction

### Whole class teaching

Point to and read the key words on the chalkboard.

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

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

25  
minutes

## Main activity

### Group task

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

The class should reply: 'This is the \_\_\_'

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

They should reply: 'This is the \_\_\_'

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

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

Repeat with the village pictures.

10  
minutes

## Plenary

### Pair task

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

Tell the pairs to put their cards in the correct order to make a sentence.

Choose a pair to read their sentence.

Tell pupils to write their sentences in their exercise books.

# Where I live

## Learning outcomes

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

Say and write the sound 'd'.

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

Read the key words.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards for each pair.

Write, 'This is a \_\_\_' on a large piece of card and make a flash card for each pair.

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

## Letters and sounds

### Whole class teaching

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

Play 'I spy'.

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

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

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

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

Choose pupils to write the words on the chalkboard.

Say one of the sounds.

Ask the pupils to hold up the matching card.

## Introduction

### Whole class teaching

Write 'This is a hut' on the chalkboard.

Ask the class to try to read it with you.

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

Ask them to read the sentences in Macmillan Primary English 1, page 19.

## Main activity

### Whole class teaching

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

Write the names under the words as pupils say them.

Ask individual pupils: 'What is this?'

They should reply: 'This is a \_\_\_'.

### Pair task

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

When they have finished they should swap their pictures with their partner.

Ask them to read the sentences to each other.

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

## Plenary

### Whole class teaching

Tell the class to look at Macmillan Primary English 1, pages 20 and 21.

Say one of the sentences.

Ask the pupils to point to the matching picture and hold it up to show you.

Repeat with different sentences.

# My village

## Learning outcomes

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

Say all the sounds they have learned so far.

Make sentences with the key words.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

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

All of the key words.

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

## Letters and sounds

### Whole class teaching

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

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

Play 'I spy'.

Ask pupils to look at the sound cards in pairs.

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

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

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

10  
minutes

## Introduction

### Whole class teaching

Gather the pupils in a circle.

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

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

He/she should then point to the matching picture.

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

25  
minutes

## Main activity

### Group activity

Give each group a set of key words cards.

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

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

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

Continue until no cards remain.

The pupil with the most cards is the winner.

10  
minutes

## Plenary

### Individual task

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

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

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

Choose some pupils to read their sentences to the class.

## Credits

---

Many different stakeholders have contributed to the development and production of these lesson plans.

---

Much of the work was done by the Kwara State School Improvement Team (SSIT).

## Special thanks go to:

---

Honourable Commissioner for Education and Human Capital Development (MOEHCD), Alhaji Saka Onimago, the Executive Chairman of the State Universal Basic Education Board (SUBEB), Alhaji (Barr) Lanre Daibu and their staff for their time and valuable input.

---

The Teacher Development Division School, MOEHCD, School Improvement Unit, SUBEB, and the SSIT for their contributions.

---

UK Department for International Development (DFID) and to the DFID-funded ESSPIN programme, whose staff and consultants provided inputs, focus, guidance and constructive criticism throughout.

---

Thanks also go to the teachers of Kwara State who have used these plans and started to bring about change in their classrooms.

We must Not fail This Test  
For We Have No Friend In The West  
We Are No More Slaves  
We Are Strong Free And Brave  
And We Are Determined To Make  
The Continent Great

WE ARE BORN TO LEAD NOT TO BE LEAD  
WE CAN AND WILL

