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**Oando Foundation**

**Literacy  
lesson plans**  
Primary 1

**Term 2**  
Involving pupils  
in their learning

**Weeks**  
11—15

Type of lesson plans/  
Grade

Term/  
Learning theme

# Literacy lesson plans Primary 1

Term 2

## Involving pupils in their learning

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



## Introduction

Over the years, the citizens of Lagos have benefited from a government orchestrated free basic education programme. This has resulted in mass enrolment of school-age children in public primary institutions across the state, and significant expense on education facilities and continuous teacher improvement programmes.

However, the learning outcomes of these public primary schools have not justified the colossal amount of money that has been spent on education in the state. The school system has inadequately equipped our school leavers for everyday life. A baseline assessment of teachers revealed a general weakness around effective teaching methodologies to improve learning outcomes in our schools.

The State Government, with the support of the Education Sector Support Programme in Nigeria (ESSPIN) and with funding from UK Aid from the Department for International Development, has recently introduced pilot literacy and numeracy lesson plans in public primary schools (starting with Primary 1—3) to improve classroom teachers' capacity. These lesson plans sought to address the challenges by offering step-by-step guidance to teachers on how to deliver good quality literacy and numeracy lessons effectively.

Now, the hard work of all our personnel – the State School Improvement Team, the school support officers and technical partners from ESSPIN – has brought about the production of a complete module of lesson plans.

I am convinced that the use of these complete versions of the literacy and numeracy lesson plans by teachers in all our 1,003 public primary schools will further raise the standards of education to which we are wholly committed.

**Mrs Olayinka Oladunjoye**  
Honourable Commissioner  
for Education  
Lagos State

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Literacy  
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# Introduction

▶ Involving pupils in  
their learning

## Involving pupils in their learning

Learning is a process that happens inside pupils' brains, not inside yours. All you can do is create a good environment for learning, a safe place for making mistakes and plenty of encouragement.

Things that are created by the learners themselves are usually 10 times more memorable and meaningful than anything created by the teacher.

## How children learn

These lesson plans will provide you with a variety of techniques to make learning faster, fun and more effective for pupils. The plans use activities which reflect the way in which pupils naturally learn and attempt to bring the joy back into learning for them.

Every individual in your class responds to activities differently and learns their own way, but generally...

Children learn best when they:

Have objects to see and hold.

Take part in the lesson.

Can talk to each other to share ideas and learning.

Practise what they have learned individually, in pairs and in groups.

Are given activities that challenge them and make them think.

Are given encouragement and praise.

Realise that making mistakes is an important part of the learning process.

This set of lesson plans contains lots of activities to encourage learning through different methods.

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**Literacy**  
**lesson plans**  
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**Term 2**  
Involving pupils  
in their learning

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# Introduction

## ▶ Sound stories

### Sound story: g

The good girl runs in the green grass. She sees a goat eating the good green grass in Gabriel's garden.

### Sound story: f

The fat farmer sits in the field with the flowers and eats his fish and fruit.

### Sound story: b

The boy put his bag on the bench. He picked up a ball and put it on a bucket. He kicked the ball into a basket.



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**Literacy  
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in their learning**

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**Weeks  
11—15**

# Introduction

## ▶ Songs, rhymes and stories for the term

### Days of the week

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On Monday I walk to school /  
On Tuesday I run to school /  
On Wednesday I jump  
to school /  
On Thursday I skip to school /  
On Friday I walk, run, jump  
and skip to school /  
On Saturday I stay at home /  
And on Sunday I stay  
at home.

### Letters of the week

---

S for Sunday /  
M for Monday /  
T for Tuesday /  
W for Wednesday /  
T for Thursday /  
F for Friday /  
S for Saturday.

## Monday's child

Monday's child has  
a bright face /  
Tuesday's child is happy /  
Wednesday's child has  
plenty to eat /  
Thursday's child is tired /  
Friday's child loves to  
give gifts /  
Saturday's child works hard  
at home /  
But the child that is born  
on a Sunday is wise, good  
and happy.

## How many fingers?

I have 1 bag /  
I have 4 bags /  
I have 2 rulers and 3 pens /  
I have 2 pencils and  
5 crayons /  
I have 6 books /  
But I have 10 fingers.

## Fruit

C is for cashew fruit up on  
the tree /  
P is for pineapple with big  
leaves you can see /  
M is for mango, juicy  
and sweet /  
O is for orange, a fruit good  
to eat /  
B is for banana, yellow  
and green /  
These are the fruits that we  
can see.

## The best fruit

Mango is good /  
Orange is better /  
Banana is the best /  
Coconut is good /  
Plantain is better /  
Pawpaw is the best.

## Kemi's week

My name is Kemi.  
On Monday I read my books.  
On Tuesday I sweep the  
compound.  
On Wednesday I work in  
the garden.  
On Thursday I help my  
mother in the kitchen.  
On Friday I write my  
homework.  
On Saturday I tidy the house  
and on Sunday I rest.

## Vegetable soup

I went to the market /  
I bought some vegetables /  
Okra, onion, spinach, tomato  
and pepper /  
And I made my favourite  
soup.

## Simbi and Audu's week

Simbi and Audu were  
playing on Monday.  
Simbi broke her leg  
on Monday.  
Simbi went to the hospital  
on Tuesday.  
Simbi's mother came to  
school on Wednesday.  
Simbi stayed at home  
on Thursday.  
Simbi's teacher came to  
see her on Friday.  
Simbi rested at home on  
Saturday and Sunday.

## Jumping James

Jumping James, Jumping  
James, touch the ground /  
Jumping James, jumping  
James, turn around /  
Skipping Stephen, skipping  
Stephen, show your shoe /  
Skipping Stephen, skipping  
Stephen, that will do /  
Running Raila, running Raila,  
run upstairs /  
Running Raila, running Raila,  
say your prayers /  
Hopping Hassan, hopping  
Hassan, blow out the light /  
Hopping Hassan, hopping  
Hassan, say goodnight.



Week  
11  
Time

## Letters/sounds

### 'Revision sounds'

s  
a  
t  
i  
p  
n  
c  
k  
h  
r  
m  
d

### 'g'

go  
good  
gun  
green  
goat  
gate  
girl  
grass  
bag  
dog  
log  
big  
tag

### 'o'

hot  
on  
off  
dog  
doll  
pot  
cot  
dot  
mop  
lot  
hop

## Words/phrases

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday  
school  
what  
home  
come  
to  
I  
what  
does  
on  
day  
jump  
skip  
run  
walk  
hop

## 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.

# Days of the week

## Learning outcomes

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

Say the sound 'g'.

Say the days of the week and an activity for each day.

## Teaching aids

### Before the lesson:

Have the revision sound cards ready.

Write the 'g' words on the chalkboard and underline the letter 'g'.

Draw pictures to explain 'good', 'goat', 'gate' and 'girl'.

Prepare days of the week flash cards, one set between 2—3 pupils.

Write the days of the week on the chalkboard.

## Letters and sounds

### Whole class teaching

Flash the revision sounds.

Ask the pupils to say the sounds.

Write the letter 'g' on the chalkboard.

Tell pupils the letter makes the sound 'g' as in good.

Show the 'g' pictures and say the words. Ask them to join in.

Read the 'g' story to the class and ask them to put their hand in the air every time they hear the sound 'g' in a word.

Ask them to draw pictures of 'g' words.

10  
minutes

Rhyme

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Teach the pupils the 'Days of the week' rhyme.

Show the pupils the days of the week flash cards and read each one to them.

## Main activity

### Whole class teaching

Give seven pupils one 'day of the week' flash card each.

Ask them to come to the front, and with the rest of the class, help them stand in the correct order for the days of the week (encourage them to look at the words written on the chalkboard to help them).

Ask each pupil holding a card to say which day they are, so the rest of the class can hear them.

Ask if anyone in the class can say the days and point to the correct day.

Ask which days they come to school and which days they don't come to school.

### Group task

Give each group a set of flash cards.

Ask them to put the cards in the order of the days of the week and then sort them into the days they come to school and days they don't come to school.

### Individual task

Ask each pupil to draw a line down the middle of a page in their exercise book.

Ask them to label each side, as shown below.

Ask them to draw a picture of something they do on a school day and something they do on a non school day under each heading.

On a school day

On a day not in school

## Plenary

### Whole class teaching

Ask three pupils to come out and show the rest of the class their pictures, explaining in their local language what they have drawn.

# Days of the week

## Learning outcomes

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

Write the letter 'g' correctly.

Complete a simple sentence in English.

## Teaching aids

### Before the lesson:

Write the 'g' words from Day 1 and draw 'grass', 'gun' and 'go' on the chalkboard.

Make flash cards of the 'g' words.

Prepare enough sand trays for one between 3—4 pupils.

Have ready the days of the weeks flash cards.

## Letters and sounds

### Whole class teaching

Flash the revision cards and ask the pupils to say the sounds.

Write 'g' on the chalkboard. Ask the pupils to say the sound.

Point to the pictures and say the words. Ask them to join in.

Show and read the flash cards. Ask them to say and match words to these pictures.

Show them how to write the letter 'g' in the air. Ask them to do the same.

Tell them to use their fingers to write the letter 'g' on desks, on the backs of their partners, in the sand, etc as large as possible.

Ask them to write the letter 'g' as large and then as small as possible in their exercise books.

10  
minutes

Rhyme

## Introduction

### Whole class teaching

Ask the pupils to find a space in the classroom where they can spread out.

Say the 'Days of the week' rhyme and encourage the pupils to join in with you.

Ask individual pupils to say and finish the sentences with a day of the week:  
'I come to school on \_\_\_'  
'I don't come to school on \_\_\_'

25  
minutes

## Main activity

### Pair task

Hand out a set of days of the week flash cards to each pair.

The first pupil should turn over a card and read the word.

The second pupil should say the sentence 'I come to school on \_\_\_' or 'I don't come to school on \_\_\_' according to the day written on their card.

Tell the pupils to change over and continue to play until all the cards have been used.

10  
minutes

Rhyme

## Plenary

### Whole class teaching

Say the 'Days of the week' rhyme again and ask the pupils to suggest actions.

Their suggestions can be in English or their local language.



Lesson  
title

# Days of the week

15  
minutes

Oo

## Learning outcomes

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

Say and write the sound 'o'.

Use an action word in a sentence.

## Teaching aids

### Before the lesson:

Have ready the 'g' word flash cards and pictures from the last lesson.

Write the words with the letter 'o' in them on the chalkboard and draw a picture to go with each word.

Collect together a selection of sticks for the pupils to write on the ground outside.

## Letters and sounds

### Whole class teaching

Ask the pupils to join in with you saying 'g' words and matching them to the pictures.

Write 'o' on the chalkboard and tell pupils it makes the sound 'o' as in hot.

Read the 'g' story with the pupils and ask them to touch their ears when they hear the 'g' sound.

Read the words on the chalkboard, sounding the letter 'o' in each 'o' word.

Take them outside and ask them to write the letters 'o' and 'g' in the ground using the sticks and say the sounds.

Blend the sounds together to make a word: 'g-o = go'.

10  
minutes

Rhyme

## Introduction

### Whole class teaching

Ask the pupils to tell you what day it is and write their answer on the chalkboard.

Say the 'Days of the week' rhyme with the pupils and do the actions they made up on Day 2.

Ask the pupils to tell you the action words (verbs) in the rhyme, eg: jump, skip, walk.

25  
minutes

## Main activity

### Group task

Ask each group to work together to choose an action word to complete the following sentences, eg: 'On Monday I jump to school'.

Tell them that when they have finished they will perform the words and actions for the rest of the class.

On Monday I \_ to school.  
On Tuesday I \_ to school.  
On Wednesday I \_ to school.  
On Thursday I \_ to school.  
On Friday I \_ to school.

Ask each group to practise their rhyme so they can all say the words.

10  
minutes

## Plenary

### Whole class teaching

Ask each group to come out and perform for the rest of the class.

# Monday's child

## Learning outcomes

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

Say the sounds 'o' and 'g' and form the letters correctly.

Recognise the initial sounds of the days of the week.

## Teaching aids

### Before the lesson:

Write a list of 'o' words and draw pictures to go with them on the chalkboard.

Have ready the days of the week flash cards.

Prepare sand trays for each group.

Read the rhyme 'Monday's child' and make sure you understand it.

## Letters and sounds

### Whole class teaching

Flash the revision sounds and ask pupils to say the sounds with you.

Demonstrate how to write the letter 'o' on the chalkboard.

Read the 'o' words for the pupils, sounding the letter 'o' in each word.

Ask pupils if they can remember the words and read them out.

Ask them to match the words to the pictures.

Tell them to use the sand tray to write some of the words.

Ask them to read their words.

10  
minutes

Rhyme

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Read the rhyme ‘Monday’s child’ to the pupils.

In your local language, explain the meaning to the pupils.

## Main activity

### Whole class teaching

Write the days of the week on the chalkboard, but don’t write the first letter of each word, ie: \_\_onday.

Ask if anyone can say the first sound of each day.

Show them the first letter of each day and ask if anyone can say what sound it makes.

### Group task

Give each group a set of flash cards.

Ask them to look through the flash cards and make sure they can read each word.

Tell the groups to put the flash cards face down on the table.

Ask them to turn over the top card, say the word out loud to the rest of the group and then say the first sound of the word.

Continue until all the words have been said and each member of the group has had two turns.

## Plenary

### Whole class teaching

Take the pupils outside and ask them to draw the first letters of each day of the week in the ground with their sticks (S, M, T, W, T, F, S).

# Simbi and Audu's week

## Learning outcomes

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

Read and write three-letter words which contain the letters 'g' or 'o'.

Ask and answer simple questions using the word 'what?'

## Teaching aids

### Before the lesson:

Write words that have the letter sounds 'o' and 'g' on the chalkboard, eg: dog, log, tag, go, got, chop, on, pot.

Have ready the 'o' and 'g' word flash cards.

Practise reading the story 'Simbi and Audu's week'.

## Letters and sounds

### Whole class teaching

Write the letters 'g' and 'o' on the chalkboard.

Say the sounds they make with the pupils.

Point to the 'o' and 'g' words. Sound out the letters, blending them to make the words, eg: 'd-o-g is dog'.

Show the class a flash card.

Say the word, pronouncing each letter carefully.

Ask pupils to work in pairs to try and write the word in their exercise books.

Show them the flash card again and ask them to check their work.

Repeat, using different words.

10  
minutes

## Introduction

### Whole class teaching

Explain to the pupils that the word **what** can be used to make a question.

Ask them some questions using the word 'what':  
'**What** is your name?'  
'**What** is this?'  
'**What** are you doing?'

25  
minutes | Story

## Main activity

### Whole class teaching

Read the story 'Simbi and Audu's week'.

Explain to the class that they are going to practise asking questions about the story using the word 'what'.

Ask them these questions:  
'What day does Simbi play?' (Monday)  
'What day does Simbi go to the hospital?' (Wednesday)

10  
minutes | Rhyme

## Plenary

### Whole class teaching

Read the rhyme 'Monday's Child' again.



Week  
12  
Time

## Letters/sounds

## Words/phrases

## Assessment

### 'Revision sounds'

s  
a  
t  
i  
p  
n  
c  
k  
h  
r  
m  
d  
e  
g  
o

### 'l'

lizard  
long  
load  
lorry  
leaf  
little  
lamp  
lot  
like  
lollipop  
land  
look  
light  
late  
laugh  
love  
leap

### 'f'

fat  
food  
fruit  
flower  
fish  
father  
fork  
roof  
loaf  
scarf  
thief  
leaf  
off

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday  
school  
home  
come  
to  
I  
what  
does  
on  
day  
jump  
skip  
run  
walk  
hop

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.



# Monday's Child

## Learning outcomes

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

Say the sound and recognise the letter 'l'.

Read and write the days of the week.

## Teaching aids

### Before the lesson:

Write the revision sounds on flash cards.

Write the list of 'l' words on the chalkboard and draw pictures to match.

Write the days of the week on the chalkboard.

## Letters and sounds

### Whole class teaching

Flash the revision sounds and ask pupils to say the sound and do the action with you.

Tell the pupils the new sound is 'l' as in 'like'.

Write the letter 'l' on the chalkboard and ask them to say the sound with you.

Tell them to underline the sound 'l' in the words on the chalkboard.

Read the words for the pupils, sounding the letter 'l' in each word to help them hear the sound.

Ask them to say the words and match them to the pictures.

10  
minutes

Rhyme

## Introduction

### Whole class teaching

Read the rhyme 'Monday's Child' to the pupils.

Ask the pupils to explain the meaning to you in their local language.

25  
minutes

## Main activity

### Individual task

Ask the pupils to choose their favourite day in the rhyme and draw a picture of the child from that day in their exercise books.

Tell them to look at the names of the days of the week on the chalkboard and find the day of the week they have drawn.

Ask them to write the name of the day by the picture, trying to remember how to spell it.

10  
minutes

Rhyme

## Plenary

### Whole class teaching

Ask the pupils to get into groups according to the day of the week that they have drawn.

Read the rhyme again and as you read each day, ask the pupils who have drawn a picture of that day to hold their picture up and say the name of the day of the week.

# Days of the week

## Learning outcomes

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

Form the letter 'l' correctly.

Choose the correct word to complete a sentence.

## Teaching aids

### Before the lesson:

Write the list of words with the letter 'l' on the chalkboard and draw pictures to match.

Prepare a set of word flash cards: 'on', 'l', 'come', 'to', 'school'.

Collect together the days of the week flash cards.

## Letters and sounds

### Whole class teaching

Write the letter 'l' on the chalkboard.

Tell the pupils to make the sound 'l' as loudly and then as quietly as they can.

Show them how to form the letter 'l' by writing it in the air. Ask them to do the same.

Sound out 'l-o-t' and then say the word 'lot'. Ask the pupils to join in.

Tell the class to write the letter 'l' and draw a picture of something which starts with the letter 'l' in their exercise books, using the words on the chalkboard to help them.

10  
minutes

Song

## Introduction

### Whole class teaching

Sing the 'Letters of the week' song for the pupils.

Ask the pupils to find a space in the classroom and try to make the shape of each letter with different parts of their bodies as you sing it, eg: arms, hands, legs.

25  
minutes

## Main activity

### Group task

Give each group a set of flash cards with the days of the week written on them.

Ask the pupils in each group to arrange them in order, starting from Sunday.

Write the sentence 'On \_ I come to school' on the chalkboard.

Read the sentence to the class and ask each group to choose a card to complete the sentence.

Ask one member from each group to come out and hold the card up in the space

Ask each group to read the sentence together.

10  
minutes

## Plenary

### Whole class teaching

Ask each group to read out their sentences and the rest of the class to listen carefully and check if they are correct.

Repeat until each group has had a turn.

Rub the sentence off the chalkboard.

Ask each group to use their flash cards to make the sentence

'On \_ I come to school' using each day of the week to make the sentence correct.

Tell them to choose one of the sentences to copy into their exercise books.

# Matching

## Learning outcomes

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

Say the sound and recognise the letter 'f'.

Write a simple sentence about the days of the week.

## Teaching aids

**Before the lesson:**

Write the 'f' words on the chalkboard and find or draw pictures to explain the words.

Have ready sets of days of the week flash cards and the words 'on', 'I', 'come', 'to', 'school', 'jump', 'run', 'skip', 'walk'.

Write the names of the days of the week on the chalkboard.

## Letters and sounds

**Whole class teaching**

Write the letter 'l' on the chalkboard.

Ask the pupils to make the sound with you.

Write the new letter 'f' on the chalkboard and tell them it makes the sound 'f' as in fish.

Ask the pupils to say the sound with you and read the 'f' story.

Ask the pupils to underline the letter 'f' in the words on the chalkboard.

Read the words to pupils, sounding the letter 'f' in each word to help them hear the sound.

Explain the meaning of the words and ask them to match them to the objects or the pictures.

10  
minutes

Rhyme

## Introduction

### Whole class teaching

Hand out all the flash cards to different pupils.

Say the 'Days of the week' rhyme with the pupils and do the actions together.

When the action is named, or the day mentioned, ask the pupils with that flash card to hold it up for everyone to see.

25  
minutes

## Main activity

### Group task

Write the days of the week on the chalkboard in reverse order:  
Sunday, Saturday, Friday, Thursday, Wednesday, Tuesday, Monday.

Ask the pupils to read the names of the days of the week in reverse order.

Give each group a set of flash cards.

Ask them to find the days of the week flash cards and arrange them in the correct order.

10  
minutes

## Plenary

### Whole class teaching

Ask six pupils to come out and show the rest of the class their pictures and read their sentences.

Tell them to read the names of the days of the week starting from Sunday, Saturday, ...

Ask the pupils to use the flash cards to make and complete the sentence 'On \_ I \_ to school'.

Tell each pupil to draw a picture in their exercise book to match their sentence.

Ask them to write the sentence by the picture.

Go to each pupil and help them read their sentence.

# Days of the week

## Learning outcomes

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

Form the letter 'f' correctly.

Write the names of the days of the week.

## Teaching aids

### Before the lesson:

Write the 'f' words on the chalkboard.

Have ready sand trays, enough for one between three pupils.

Hide the 'f', 'l', 'g' and 'o' flash cards in each sand tray.

Have ready the days of the week flash cards.

## Letters and sounds

### Whole class teaching

Write the letter 'f' on the chalkboard, ask the pupils to say the sound with you.

Write the letter 'f' in the air and tell the class to copy you several times.

Ask them to write 'f' on desks, on the floor and on their partner's back, with their fingers, head and elbows.

Give out the sand trays to each small group of three.

Write 'f' on the chalkboard and ask groups to find it in the tray, hold it up and shout its sound.

Tell them to hide it back in the sand.

Repeat with the other hidden sounds.

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

10  
minutes

Song

25  
minutes

10  
minutes

Rhyme

## Introduction

### Whole class teaching

Sing the songs and say the rhymes about the days of the week, encouraging the pupils to join in with you.

## Main activity

### Group task

Give out the days of the week flash cards and ask each group to put them in the correct order.

Ask them to mix up the pile of cards so they are in a different order.

Tell them to put the cards in a pile, face down.

One person in the group turns over a card and asks the following question using the card:  
'Which day comes before \_\_\_?'

The person who gets the right answer turns over the next card and asks the next question.

Continue until everyone in the group has had a turn.

### Individual task

Ask the pupils to choose their favourite day and find the card with that day written on it.

Ask them to look carefully at the word on the card.

Ask questions to help them learn how to spell the word:  
What is the first letter?

'Can you find the letters d-a-y in the word?'

'What letter does the word finish with?'

'How many letters are there in the word?'

Tell pupils to try and write the word in their exercise books without looking at the word.

When they have done it, ask them to check if they are correct.

If they make a mistake, ask them to write the correct version underneath their first try.

## Plenary

### Whole class teaching

Say the 'Days of the week' rhyme together and do the actions.



# Days of the week

## Learning outcomes

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

Write words containing the sound 'f'.

Write the days of the week.

## Teaching aids

### Before the lesson:

Write the words that have 'f' at the start or end on the chalkboard.

Have ready sand trays, enough for one between three pupils.

Have ready the days of the week flash cards.

## Letters and sounds

### Whole class teaching

Ask the pupils to say the sound 'f'.

Read the words to the pupils, sounding the letter 'f' in each word.

Write the words 'fan' and 'off' on the chalkboard. Say each sound, eg: 'f-a-n is fan' and ask the class to join in.

Ask groups of three to practise writing the letter 'f' in the sand trays.

Ask one pupil to write a word with the letter 'f' in it in their sand tray and the other two to read what they have written.

Continue until each pupil in the group has had the chance to write at least two words.

10  
minutes

Story

## Introduction

### Whole class teaching

Ask the pupils to listen to the story of 'Kemi's week'.

25  
minutes

Story

## Main activity

### Group task

Hold up a card with the name of a day of the week on it.

Ask the pupils to decide what Kemi did on that day and make up an action which shows what she did.

Ask one group to show their action to the rest of the class.

Hold up another card for each group to make up the action for.

Continue until you have shown them all the days of the week.

Read the story again, asking the pupils to join in with the actions as you read.

### Individual task

Ask the pupils to choose one day of the week and draw a picture of what Kemi did on that day in their exercise books.

Tell the pupils to write a word or a sentence underneath the picture to tell the story of that day.

10  
minutes

## Plenary

### Whole class teaching

Ask three pupils to show their picture and read their word or sentence to the class.



Week  
13  
In my environment

## Letters/sounds

## Words/phrases

## Assessment

### 'Revision sounds'

s  
a  
t  
i  
p  
n  
c  
k  
h  
r  
m  
d  
e  
g  
o  
f  
l

### 'b'

bag  
book  
bench  
ball  
bell  
bottle  
basket  
bowl  
bus  
bucket

### 'u'

umbrella  
up  
sun  
mum  
mud  
cup  
bun  
but  
nut  
hut

finger  
leg  
lip  
ear  
eye  
hand  
boy  
girl  
book  
window  
chair  
bag  
cup  
table  
ruler  
cow  
onion

I can see  
this is  
these are

How many?

What are these?

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 body

## Learning outcomes

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

Say the sound and recognise the letter 'u'.

Ask and answer questions using plural words which end with the letter 's'.

## Teaching aids

### Before the lesson:

Have ready the revision sound flash cards.

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

## Letters and sounds

### Whole class teaching

Flash the revision sounds. Ask pupils to say the sounds.

Write the letter 'u' on the chalkboard and tell the pupils it makes the sound 'u' as in umbrella.

Read the words for the pupils, sounding the letter 'u' in each word.

Ask them to underline the 'u' in the words on the chalkboard.

Ask pupils to say the words and match them to the pictures.

Tell pupils to draw a quick picture of a sun, mum, hut and umbrella.

Say the words and ask pupils to point to them in their pictures.

10  
minutes

## Introduction

### Whole class teaching

Bring out one girl and one boy.

Ask the pupils:  
'How many boys?'  
'How many girls?'

Encourage them to answer using the word girl or boy, ie: 'one boy'.

Explain that when there is **more than** one boy or girl an 's' is added to the end of the word.

Bring out different numbers of boys and girls and ask the same question, encouraging the pupils to answer, eg: two girls**s**, three boys**s**.

25  
minutes

## Main activity

### Pair task

Tell the pupils to ask each other the following questions and answer by adding the letter 's' on to the end of the word:

'How many fingers do you have?' (Five fingers)

'How many legs do you have?' (Two legs)

'How many eyes do you have?'

'How many hands do you have?'

'How many ears do you have?'

Ask pupils to draw a picture of themselves and show it to a partner saying, eg:  
'I have one nose'  
'I have two hands'

10  
minutes

Song

## Plenary

### Whole class teaching

Sing the song 'How many fingers?' with the pupils.

# In my environment

## Learning outcomes

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

Say the sound and recognise the letter 'u' in words.

Read and understand plural words which end with the letter 's'.

## Teaching aids

### Before the lesson:

Make the 'u' word flash cards 'sun', 'bun', 'fun', 'gun', 'run'.

Read Macmillan New Primary English 1, page 38.

Write the following plural words on the chalkboard: 'books', 'cats', 'keys', 'birds', 'bags'.

## Letters and sounds

### Pair task

Flash the revision sounds. Ask pupils to say the sounds.

Write the letter 'u' in the air and ask the pupils to copy you in the air, on their desk, on their partner's back, with their fingers, feet, head and elbows.

Show pupils the 'u' word flash cards.

Sound out the letters carefully and say the words with the pupils.

Say one of the words and choose a pupil to come and point to the word. Repeat for the other words.

Ask pupils to write the 'u' words on the picture they did yesterday.

10  
minutes

## Introduction

### Whole class teaching

Ask individual pupils to touch and say the names of the parts of their body of which there is more than one, eg: lips, legs, hands, ears.

25  
minutes

Macmillan New  
Primary English 1

## Main activity

### Pair task

Read the plural words on the chalkboard and help the pupils to understand what they mean.

Tell the pupils to ask each other questions using the words on the chalkboard, eg:  
'How many books?'  
(There are two books.)

Ask the pupils to draw pictures in their exercise books to match the words on the chalkboard and then try to write the word underneath each picture.

While the pupils are doing this, go round the class and read Macmillan New Primary English 1, page 38 with each pair.

10  
minutes

## Plenary

### Whole class teaching

Ask three pupils to show their pictures and read their words to the rest of the class.



Lesson  
title

# In my environment

15  
minutes

**Bb**

## Learning outcomes

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

Say the sound and recognise the letter 'b'.

Write plural words which end with 's'.

## Teaching aids

**Before the lesson:**

Write the 'b' words and draw matching pictures on the chalkboard.

Read Macmillan New Primary English 1, page 39.

## Letters and sounds

**Whole class teaching**

Write the letter 'b' on the chalkboard.

Tell pupils that the letter 'b' makes the sound 'b' as in bag, book, ball.

Read the 'b' story to the pupils and ask them to count the number of times they hear the sound 'b'.

Read each word to the pupils, sounding the 'b' at the beginning of each word, to help them listen to the sound.

Choose pupils to come and underline the 'b' sound in each word.

Ask the pupils to draw pictures of words beginning with 'b'.

10 minutes | Macmillan New Primary English 1

## Introduction

### Whole class teaching

Ask the pupils to look at the pictures in Macmillan New Primary English 1, page 36 and read the words.

Remind them that when there is more than one object we add the letter 's' to the word.

Write 'two girls', 'two books', 'two bells', 'two boys', 'two tables', 'two chairs' on the chalkboard.

Ask the pupils to read the words with you.

25 minutes | Macmillan New Primary English 1

## Main activity

### Whole class teaching

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

Ask them to count each object in the picture.

Ask them:

'How many cups can you see in the picture?'

'How many books can you see in the picture?'

Encourage them to answer using, 'I can see \_\_\_' and the letter 's' at the end of each object.

Write the names of the objects on the chalkboard.

10 minutes

## Plenary

### Pair task

Ask the pupils to look around their classroom and say the name of objects of which there are more than one.

# In my environment

## Learning outcomes

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

Write words beginning with 'b'.

Make simple sentences using plurals.

## Teaching aids

### Before the lesson:

Prepare a sand tray, enough for one between four pupils.

Make cards of the letter 's', enough for one between four pupils.

Make a set of word flash cards: 'These are', 'This is', 'books', 'keys', 'cats', 'boys', 'birds', 'bags' and 'shirts' for each group.

Write the sentences from the lesson introduction on the chalkboard.

## Letters and sounds

### Whole class teaching

Write the letter 'b' on the chalkboard.

Ask the pupils to join you in making the sound.

Form the letter 'b' by writing it in the air and let the pupils do the same.

Ask the pupils if they can remember any words that start with the letter 'b' and write them on the chalkboard as they say them.

Ask the pupils to take it in turn to practise writing their letters in the sand tray.

While they are waiting for their turn, ask them to write some of the 'b' words on their picture from yesterday.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to help you read the sentences you have written on the chalkboard:

- 'This is a book.'
- 'This is a bag.'
- 'This is a bird.'
- 'This is a cat.'
- 'This is a key.'

Explain that the phrase 'this is ...' is used when there is only one object and today the class is going to learn what to say when there is more than one object.

25  
minutes

## Main activity

### Group task

Read the sentences written on the chalkboard to the pupils.

Give letter 's' cards to each group.

Ask one pupil from each group to come out and place the letter 's' card at the end of the singular words written on the chalkboard.

Explain that if we have more than one object the sentence changes from 'This is a book' to 'These are books'.

10  
minutes

## Plenary

### Whole class teaching

Ask each group to read out one of their sentences.

# In my environment

## Learning outcomes

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

Read and write words with the letter 'u'.

Ask and answer simple questions.

## Teaching aids

### Before the lesson:

Prepare flash cards with 'sun', 'mum', 'mud', 'cup', 'bun', 'but', 'nut', 'hut'.

Collect the sets of flash cards from Day 4.

Collect some books, bags and cups together.

## Letters and sounds

### Whole class teaching

Flash the revision sounds. Include 'b' and 'u'. Ask the pupils to say the sounds.

Tell pupils they are going to write words with 'u' in them.

Read out the word bun.

Ask pupils to sound it out, 'b-u-n'.

Ask the class to try to write it.

Write it on the chalkboard and ask them to check if they are correct.

Do the same for the other words.

Tell pupils to draw an umbrella and write some words with 'u' in them.

10  
minutes

## Introduction

### Pair task

Hold up some objects and ask the pupils:  
'What are these?'

Ask the pupils to answer:  
'These are \_\_\_'

Ask pupils to practise  
this question and answer  
it using real objects.

25  
minutes

## Main activity

### Pair task

In the same pairs, ask one  
pupil to ask the question:  
'What are these?'

Ask the other pupil to  
make the answer using  
a flash card.

Tell pupils to copy the  
sentence into their exercise  
books and draw a picture  
to illustrate the sentence.

10  
minutes

## Plenary

### Whole class teaching

Ask two or three pairs  
to read out their answers  
to the questions.



Week  
14  
Asking questions

## Letters/sounds

## Words/phrases

## Assessment

### 'Revision sounds'

s  
a  
t  
i  
p  
n  
c  
k  
h  
r  
m  
d  
e  
g  
o  
f  
l  
b  
u

### 'j'

jug  
juice  
jolly  
jelly  
joke  
jam  
jar  
jumping  
James  
join  
job  
jet

yes  
no  
not  
Who is this?  
this is  
he  
she  
What can you see?  
I can see  
dancing  
writing  
drawing  
skipping  
hopping  
running

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.



# Yes and no

## Learning outcomes

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

Say the sound that the letter 'j' makes in a word.

Ask and answer simple questions using 'Yes it is' and 'No it is not'.

## Teaching aids

### Before the lesson:

Write the 'j' words on the chalkboard and draw a picture or make up an action to explain them.

Practise the sound for 'j'.

Make a card for each pupil with the word 'yes' on one side and 'no' on the other.

Read Macmillan New Primary English 1, page 26.

## Letters and sounds

### Whole class teaching

Write the letter 'j' on the chalkboard.

Tell the pupils that the letter makes the sound 'j' as in jug.

Ask the pupils to join in with you, making the sound.

Read the words on the chalkboard to the pupils, emphasising the sound 'j' at the beginning of each word to help them hear it.

Show a picture, an object or do an action to match each word and ask the class to say the word.

10  
minutes

## Introduction

### Whole class teaching

Give each pupil a card with 'yes' and 'no' written on it.

Ask the class simple questions which have the answer 'yes' or 'no', eg:  
'Is this book blue?'  
'Is the table green?'

Tell them to answer the question by holding up the side of the card with the correct answer.

25  
minutes

Macmillan New  
Primary English 1

## Main activity

### Whole class teaching

Ask the pupils to open Macmillan New Primary English 1, page 26 and look at the pictures.

Ask them questions about the pictures which have the answer 'yes' or 'no'.

Again, ask the class to answer by holding up the side of the card with the correct answer on it.

### Pair task

Tell the pupils to look at Macmillan New Primary English 1, page 26 and ask each other simple questions, this time answering 'Yes it is' or 'No it is not', eg:  
'Is this an orange?' (Yes it is)  
'Is this a rat?' (No it is not)

10  
minutes

## Plenary

### Whole class teaching

Ask one pupil to think of an animal, but not tell anybody.

Tell the other pupils to ask them questions to try and guess what the animal is, eg:  
'Is it white?'  
'Does it have four legs?'  
'Is it a cow?'

The pupil thinking of the animal can only answer 'yes' or 'no'.

Lesson  
title

# Jumping James

15  
minutes

Jj

## Learning outcomes

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

Write the letter 'j'.

Ask and answer simple questions using 'Yes he/she is' and 'No he/she is not'.

## Teaching aids

**Before the lesson:**

Write the 'j' words on the chalkboard.

Read the rhyme 'Jumping James' and make sure you understand it.

Write the rhyme on the chalkboard.

## Letters and sounds

**Whole class teaching**

Write the letter 'j' on the chalkboard.

Ask the pupils to say the sound.

Read the words on the chalkboard with the pupils, sounding the letter 'j' at the beginning of each word.

Choose pupils to come and underline the 'j' sound.

Ask the pupils to practise writing the letter on their desks, on the back of their friends, in the air, etc.

Tell them to open their exercise books and write the letter 'j' as large and as small as possible on the page.

Ask them to draw objects that begin with the 'j' sound.

10  
minutes

Rhyme

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Read the rhyme 'Jumping James' and ask the pupils to join in with you.

## Main activity

### Pair task

Tell the pupils to ask each other questions about the rhyme which have the answers 'Yes he is' or 'No he is not', eg:

'Is James jumping?'  
(Yes he is)

'Is Hassan jumping?'  
(No he is not)

'Is Raila skipping?'  
(No she is not)

### Group task

Ask the pupils to mime one of the pupils in the rhyme.

Choose pupils to guess who they are miming. They must ask their questions in the same way as before, eg: 'Is she Raila?' and the group should answer, eg: 'Yes she is' or 'No she is not'.

## Plenary

### Whole class teaching

Ask each group to practise saying the rhyme and doing the actions.

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

# Jumping James

## Learning outcomes

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

Write the letter 'j'.

Ask and answer simple questions in English using the phrase 'Who is this?'

## Teaching aids

### Before the lesson:

Write the rhyme 'Jumping James' on the chalkboard.

Write the words 'jug', 'jam', 'job' and 'jet' on the chalkboard.

Read Macmillan New Primary English 1, page 9.

Prepare a sand tray for each pair of pupils.

## Letters and sounds

### Whole class teaching

Read the rhyme 'Jumping James' and ask the pupils to join in with you.

Say the rhyme together.

Ask the pupils to point to the 'j' sounds in the rhyme.

Sound out the 'j' words with the pupils carefully, eg: 'j-u-g is jug'.

In pairs, ask the pupils to practise writing the letter 'j' in the sand tray.

Ask one pupil to write one of the 'j' words from the chalkboard in the sand and draw a picture to show the meaning of the word.

The other pupil should use the picture to help them read the word.

10  
minutes

Rhyme

25  
minutes

Macmillan New  
Primary English 1

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to tell you the names of the children in the rhyme 'Jumping James'.

Write the names of the children on the chalkboard.

## Main activity

### Individual task

Ask the pupils to choose two of the children in the rhyme and draw a picture of them in their exercise books, to show what they are doing.

Tell pupils to write the name of the child underneath the picture.

While they are doing this, go round the class and read Macmillan New Primary English 1, page 9 with each pupil.

## Plenary

### Pair task

Tell the pupils to practise asking and answering questions with each other about their pictures using the phrase 'Who is this?', eg: 'Who is this?' (This is James, he is jumping.)

# Jumping James

## Learning outcomes

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

Identify the sounds 'g', 'l' and 'f' at the beginning of words.

Make sentences using the words 'he' and 'she'.

## Teaching aids

### Before the lesson:

Make sets of letters 'g', 'l' and 'f' for groups of 3—4 pupils and hide them outside.

Make sets of flash cards with the words 'jumping', 'writing', 'reading', 'running', 'skipping', 'playing', 'dancing', 'eating' and 'hopping'.

Read Macmillan New Primary English 1, page 17.

## Letters and sounds

### Whole class teaching

Call out today's letter sounds and choose pupils to write them on the chalkboard.

Check pupils form the letters correctly.

Ask the pupils to write them in the air and on each other's backs.

Put pupils in groups and go outside.

Call out a word beginning with 'g' and ask groups to find the correct sound.

Repeat with the other sounds.

Say each sound and ask pupils to give you a word that it begins with.

Repeat several times.

10  
minutes

## Introduction

### Whole class teaching

Stand the pupils in a circle and show them a card with an action word on it.

Ask all the pupils to do the action written on the card.

Continue until you have used all the cards.

25  
minutes

Macmillan New  
Primary English 1

## Main activity

### Group task

Remind the class that 'he' can be used instead of 'boy', while 'she' can be used instead of 'girl'.

Give each group a set of flash cards, placing them face down on the table.

Ask one pupil to pick a card, read it and do the action for the rest of the group.

Ask the other pupils to guess the action, saying: 'He is \_\_' or 'She is \_\_'

Ask the pupils to describe what people are doing in the picture in Macmillan New Primary English 1, page 17, eg: He is driving a bus.

10  
minutes

Rhyme

## Plenary

### Whole class teaching

Say the rhyme 'Jumping James' with the pupils and do the actions.



# Jumping James

## Learning outcomes

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

Identify words that begin with the sounds 'b', 'g', 'l' and 'f'.

Ask and answer simple questions using the phrase 'What can you see?'

## Teaching aids

### Before the lesson:

Draw pictures for words beginning with 'b', 'g', 'l' and 'f'.

Collect together the flash cards with the following words: 'dancing', 'writing', 'drawing', 'skipping', 'hopping', 'running', 'jumping'.

## Letters and sounds

### Whole class teaching

Ask the class if they can remember any words starting with the sounds 'b', 'g', 'f' or 'l' and write the words on the chalkboard as pupils say them.

Ask each pupil to think of something they could buy which starts with the letters 'g', 'f', 'b' or 'l'.

Tell each pupil to say their object in the following sentence, eg:

'I went to the market and I bought a goat.'

Go round the class, giving each pupil a turn to say the sentence and their object.

Tell pupils to draw a picture for each sound.

Ask them to write the correct letter by the picture.

10  
minutes

## Introduction

### Whole class teaching

Take the pupils outside and stand them in a circle.

Say the rhyme 'Jumping James' all together.

25  
minutes

## Main activity

### Whole class teaching

Put the flash cards face down on the floor in the middle of the circle.

Ask one pupil to turn over a card, read it (with help) and do the action 10 times.

The pupil in the middle asks the question: 'What can you see?'

Ask another pupil to answer the question using the phrase: 'I can see (name of pupil), s/he is (action).'

Ask everybody to join in the action.

Tell the pupil who answered to come out, turn over another card and repeat.

Continue until all the cards have been used twice.

Ask the pupils to draw the pictures of one of the pupils doing an action in the middle of the circle.

Tell them to ask each other about their picture using the question: 'What can you see?'

Ask the other pupil to answer 'I can see \_\_, s/he is \_\_'

10  
minutes

Rhyme

## Plenary

### Whole class teaching

Say the rhyme 'Jumping James' together and do the actions.



Week  
15  
Fruit and vegetables

**Letters/sounds****CVC words****Words/phrases****Assessment****'Revision sounds'**

s  
a  
t  
i  
p  
n  
c  
k  
h  
r  
m  
d  
e  
g  
o  
f  
l  
b  
u  
j

pan  
man  
sad  
mad  
mat  
rat  
pot  
cot  
mop  
sob  
job  
cup  
bus  
mum  
hum  
sum  
hut  
cut

fruits  
apple  
banana  
mango  
pineapple  
orange  
cashew fruit  
vegetables  
cabbage  
Irish potato  
sweet potato  
carrot  
tomato  
chilli pepper  
is good  
is better  
is best

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.

# Fruit

## Learning outcomes

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

Read cvc words containing the vowel 'a'.

Say the names of a range of fruits.

## Teaching aids

### Before the lesson:

Have ready the revision sound flash cards.

Write the words 'pan', 'man', 'sad', 'mad', 'rat' and 'cat' on the chalkboard.

Collect real fruit or pictures and write the names of the fruit on the chalkboard.

Make flash cards, each containing the name of a fruit from the 'Fruit' rhyme.

## Letters and sounds

### Whole class teaching

Flash the revision sounds, telling pupils to join in as you say the sounds.

Give each pupil a flash card and tell them to find a partner.

Pupils should take it in turns to say their sound to their partner and listen as their partner says his/her sound.

Repeat four times with different partners

Read the words on the chalkboard, saying each sound carefully, eg: 'p-a-n is pan' and tell the pupils to join in.

Ask the pupils if they can see any words that look and sound the same (rhyme).

10  
minutes

Rhyme

## Introduction

### Whole class teaching

Ask the pupils to tell you the types of fruits they like to eat.

Teach them the 'Fruit' rhyme and explain its meaning.

Ask them to tell you the local names of the fruits in the rhyme.

Write the local names of the fruits on the chalkboard next to their English names.

25  
minutes

## Main activity

### Whole class teaching

Show the class some real fruit or pictures of the fruit named in the rhyme.

Show them the flash cards and say the names of the fruits.

Ask if anyone can match the name of a fruit to a picture or real fruit.

Choose pupils to stick the card next to the correct picture or hold it by the real fruit for the class to see.

10  
minutes

## Plenary

### Whole class teaching

If you have real fruit, cut them up into pieces so that all the pupils can try some.

If you don't have real fruit, ask pupils to find out if they can try some at home and tell you what they tasted like.

# The best fruit

## Learning outcomes

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

Write cvc words containing the vowel 'a'.

Make a simple sentence in English about a fruit.

## Teaching aids

### Before the lesson:

Have ready the revision sound flash cards.

Write the words and draw pictures for 'pan', 'man', 'sad', 'mad', 'rat' and 'cat' on the chalkboard.

Make sets of fruit name flash cards and some with the phrases 'is good' and 'is best', for each group.

## Letters and sounds

### Whole class teaching

Flash the revision sounds to the class.

Read the words on the chalkboard and ask the pupils to look at the pictures.

After 30 seconds, ask them all to turn around so they can't see the chalkboard.

Rub off one of the pictures and ask the pupils to look at the chalkboard.

Tell the pupils to draw the missing picture in their exercise books, then compare it with the person sitting next to them.

Repeat with the other pictures.

Now rub out the words and ask them to try to write the words to match the pictures they have drawn.

10  
minutes

Rhyme

## Introduction

### Whole class teaching

Say the 'Fruit' rhyme with the pupils.

Ask them: 'Which is your favourite fruit?'

Encourage them to answer using the sentence '\_\_\_ is good'.

25  
minutes

## Main activity

### Group task

Give out a set of flash cards to each group.

Ask each group to look at the names of the fruit and decide which one each person in the group likes best.

Tell them to practise asking and answering the question, 'Which is your favourite fruit?'

10  
minutes

## Plenary

### Whole class teaching

Ask if anyone knows the names of any other fruits.

Ask them to say the colours of fruits they know, eg: 'A banana is yellow.'



# Vegetable soup

## Learning outcomes

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

Read and write cvc words containing the vowel 'o'.

Say and recognise words for some vegetables.

## Teaching aids

### Before the lesson:

Write: 'o', 'pot', 'cot', 'mop', 'sob' and 'job' on the chalkboard.

Prepare sand trays for each pair.

Read the rhyme 'Vegetable soup'.

Collect a selection of vegetables to show to the pupils.

Make sets of flash cards with the names of different vegetables on them.

## Letters and sounds

### Whole class teaching

Write the letter 'o' on the chalkboard.

Ask the pupils to join in with you making the sound.

Read the 'o' words, sounding out each sound.

Do actions for each word and ask pupils to match the action to the word.

Give each pair a sand tray and ask them to practise writing the 'o' words in the sand.

Ask one of them to draw one of the words containing 'o' in the sand and the other to guess the word.

Repeat, giving the other pupil a chance to write the word.

10  
minutes

Rhyme

## Introduction

### Whole class teaching

Ask the pupils to say what their favourite soup is.

Ask them the types of vegetables that their mothers usually use in preparing their favourite soup.

Read the rhyme 'Vegetable soup' and help pupils understand its meaning.

Show them the vegetables and say the names of the vegetables with them.

Show the class the flash cards and read them with the pupils.

Choose pupils to try to match the flash cards to the correct vegetables.

25  
minutes

## Main activity

### Pair task

Tell the pupils that their sand tray is a soup pot.

Ask them to draw the vegetables in the sand that will make their soup.

When they have done this, ask each pair to show their soup to the class and say what is in it.

10  
minutes

Rhyme

## Plenary

### Whole class teaching

Read the rhyme 'Vegetable soup' again and encourage the pupils to join in with you.

Ask them to show you some actions to show the meaning of the rhyme.

Lesson  
title

# Matching vegetables

15  
minutes

**u** in cvc words

## Learning outcomes

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

Read and write cvc words containing the vowel 'u'.

Match the names of vegetables to the correct objects or pictures.

## Teaching aids

**Before the lesson:**

Make a set of flash cards with the words 'cup', 'bus', 'mum', 'hum', 'sum', 'hut' and 'cut' and write them on the chalkboard.

Have ready the vegetables from yesterday.

Prepare sand trays for each pair of pupils.

## Letters and sounds

**Whole class teaching**

Write the letter 'u' on the chalkboard.

Say the sound with the pupils.

Read the 'u' words, saying each sound carefully, eg: 'c-u-p is cup'.

Tell the pupils to join in.

Ask if they can see any words that rhyme.

Ask each group to come out and choose a flash card to take back to their table.

Ask each group to practise an action which shows the meaning of the word.

Tell each group to show their action to the rest of the class.

Ask the class to guess the word.

Ask pupils to write the words in their exercise books.

10  
minutes

Game

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Play 'I went to market and I bought ...' with the class.

Ask them to finish the sentence with the name of a vegetable or fruit that they could buy in the market.

Encourage them to say different fruits and vegetables.

Continue until every pupil has had a turn.

## Main activity

### Whole class teaching

Show the pupils different vegetables and say the names in English.

Show them again and ask if anyone can tell you the local name and/or its English name.

Ask the class if anyone can hear which sound the English name of each vegetable starts with.

Write the name of the vegetables on the chalkboard and read the words.

Ask the pupils to come out and underline the first letter of the words.

Ask them if they can tell you what sound the letters make.

### Pair task

Read out the name of a vegetable and tell the pupils to write its first letter in their sand tray.

Repeat with the rest of the vegetables.

Ask the pupils to choose a vegetable and write its name in the sand tray, then draw it in their exercise books and write the name underneath.

While they are doing this, go around the class and read the names of the vegetables with the pupils.

## Plenary

### Whole class teaching

Ask some pupils to show their pictures and read their words to the rest of the class.

# Fruit or vegetable?

## Learning outcomes

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

Read and write cvc words containing 'a', 'o' or 'u'.

Ask and answer simple questions in English.

## Teaching aids

### Before the lesson:

Have ready the revision sound flash cards for each group.

Write 'pan', 'sad', 'man', 'pot', 'mop', 'hut' and 'cup' on the chalkboard.

Write the sentence 'A sad man on a bus.' on the chalkboard.

Draw two **large** circles on the ground. Label one circle 'fruit stall' and one circle 'vegetable soup'.

## Letters and sounds

### Whole class teaching

Hold up the revision sound flash cards and tell pupils to join in as you say the sound.

Read the words on the chalkboard, saying each word carefully.

Tell the pupils to join in with you.

Give each group a pack of revision sounds.

Ask them to make some three-letter words with the cards.

Read their words to the rest of the class.

Ask if any of the pupils can read the sentence on the chalkboard.

10 minutes | Rhyme

## Introduction

### Whole class teaching

Ask the pupils to tell you the name of some fruits and vegetables that they have learned this week.

25 minutes

## Main activity

### Whole class teaching

Take the pupils outside and ask them to find a long stick they can draw with.

Tell the class that they are going to fill the 'fruit stall' with fruit and the 'soup pot' with vegetables.

Divide them into two groups and ask each group to stand around the edge of one of the circles.

When you say 'go', the pupils should draw as many different fruits or vegetables as they can inside their circle.

After 10 minutes, tell the pupils to stop and bring them together around one circle.

10 minutes | Rhyme

## Plenary

### Whole class teaching

Together, say all the fruit and vegetable rhymes that you learned during the week with the pupils.

## 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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