This publication is not for sale



()

۲

Kano State Government

Produced with the support of

esspin Education Sector Support Programme in Nigeria

۲

Type of lesson plans/ Grade Term/ Learning theme

A

Literacy lesson plans Primary 1

Term 1

Organising the classroom for effective learning

Weeks 6—10

۲

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

The quality of education is a key element to socioeconomic development in any society. Perhaps the most critical element in ensuring quality of education to output. The majority of is the teacher. Good teaching methodology, with the right textbooks. will quickly provide a good platform for a quality education system in Kano State.

The challenges are sometimes overwhelming when vou have 5.335 schools with over 2.3 million children and 46.643 teachers. The Kano State Ministry of Education carried out a series of baseline surveys to assess classroom teachers. the role of the head teacher and the level of pupil learning outcomes.

The findings in most cases were alarmingly poor, with not much difference between aualified and unaualified teachers with respect teachers were themselves victims of an education system that was in a serious downward slope.

Following this, the Kano State Ministry of Education, the State Universal Basic Education Board (SUBEB) and local government education authorities (LGEAs), supported by the **Education Sector Support** Programme in Nigeria (ESSPIN), embarked on a series of reforms that will help strengthen schools.

This work has focused on classroom teaching skills in particular how to make teaching child-centred and the organisational structures needed for SUBEB and LGEA staff to provide effective support and advice to primary schools.

With many school leavers unable to read or write. a specific focus has been on improving the teaching of basic literacy and numeracy. To support this, Kano State has developed a benchmark for assessment and carefully designed literacy and numeracy lesson plans for Primary 1—3 teachers. These plans provide a step-by-step quide to teachers, while ensuring children become active learners.

The lesson plans, however, are not sufficient. Structures and processes have also been put in place so that teachers are continuously supported by both the State School Improvement Team and the I GFA-based school support officers.

We are sure that within a short time of these lesson plans being introduced, children's learning abilities will improve considerably. The materials will also enable teaching and learning to be more exciting – an important element in all classes, but in particular at the primary level. We are confident that these lesson plans will raise standards and improve the quality of children proceeding to higher levels of education.

We commend all those who have produced these lesson plans and trained our teachers to use them. We offer thanks to the UK **Department for International** Development (DFID) for its ongoing support to education reform in Kano State through its ESSPIN programme. Let's make every Kano school an improving school.



Barister Faroug Iya Sambo Honourable Commissioner of Education Kano State



Wada Zakari **Executive Chairman SUBEB** Kano State

۲

()

Literacy lesson plans Primary 1

Term 1 Organising the classroom for effective learning

Introduction Organising the classroom for effective learning

۲

Weeks 6—10

۲

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

۲

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

Introduction Songs, stories and games for the term

Weeks 6—10

۲

()

What is in the box?	My head, my shoulders	Objects in the classroom	Point to the window
Write words on flash cards.	My head, my shoulders / My knees, my toes /	In my class / I have chalks /	Point to the window / Point to the door /
Gather a set of objects and/or pictures to explain the words.	(Repeat both lines twice more) All belong to me.	Chalks, chalks, chalks! / In my class / I have chairs /	Point to the ceiling / Point to the floor / Point to the chalkboard /
Put the pictures or objects in a box.		Chairs, chairs, chairs! / In my class / I have desks /	Point to the wall / Clap your hands together / One, two, three /
Hold up one of the flash cards to the class.		Desks, desks, desks! / In my class / I have pupils /	Put your hands together / On your knee.
Read the word slowly.		Pupils, pupils, pupils! / In my class /	
Choose a pupil to come and find the matching object or picture in the box.		The teacher teaches / Teaches, teaches, teaches!	

۲

Literacy lesson plans Primary 1

Term 1

Organising the classroom for effective learning

Weeks 6—10

۲

und story:
d has a red hat. Dad s in the mud. Dad is sad. sits down. He hears nnis. Dennis is playing his drum.

kano-lit-1-weeks-6-10-closeout.indd 9

۲

 (\bullet)

Sound story:	Sound story:	Sound story:	Sound story:	Sound story:
e Joke has a pet hen. The	c Funke gets milk from the	n Nandi saw ants in a pan.	Mum is making moi moi	The rat ran on the track.
hen lays an egg. The hen pecks Joke. Joke runs after the hen. Joke puts her net over the hen.	cow. She puts it in a cup. She has a cake as well. 'I can eat and drink', she says.	She hit the ants with a tin. Nandi sat down. Nandi had a nap.	for the family. She mixes beans, onions and pepper and wraps the mixture in leaves. 'Yum, yum' say her family.	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.

۲



Letters/sounds	Words/phrases	Assessment	
And Street and Street and Street		and the supervision of the supervision of the	
'n'	l am	During the lesson, walk	
nap	he is _	round the classroom	
pin	she is $_$	and ask questions to	
pan	me	see if the pupils clearly	
tin	myself	understand what you	
ant	What is your name?	have taught them. If not,	
tin	How old are you?	help them to understand	
pin		by explaining the idea	2.2
pant	Where do you live?	to them again, or asking	
pants	What do you like to eat?	other pupils to help them	
snap		You may need to use	
snip		some different examples	

of the idea.

۲

۲

Lesson title		15 minutes
Describing	Learning outcomes	Letters and sounds
myself	By the end of the lesson, most pupils will be able to:	Whole class teaching
	Say something about themselves in English.	Quickly show all the sound flash cards and ask pupils to say them.
	Talk using some English words.	Show the 'nap' picture and ask pupils: 'What is happening?'.
	Teaching aids	Teach them the word 'nap'. Poin to the picture and say 'nnnnap'.
	Before the lesson:	Show the letter 'n' and say 'nnnr with the pupils.
	Have ready all the sound flash cards 's', 'a', 't', 'i', 'p' and 'n'.	- Write the letter 'n' in the air and ask them to copy you, writing
	Make a card with letter 'n' on one side and draw someone having	in the air, on their backs, on th desks, etc.
	a nap on the other side. Write these questions on the	Put the card behind your back and explain that when you show
	chalkboard: 'What is your name?', 'How old are you?', 'Where do you live?', 'What do you like to eat?'	the 'nap' side the pupils should say 'nap' and when you show th 'n' side they should say 'n'.
	Write the key words and phrases for the week on the chalkboard.	

Literacy lesson plans Primary 1

Term 1 Organising the classroom for effective learning

Week 6 Myself Day 1

۲

۲

10 minutes	25 minutes		10 Song minutes
Introduction	Main activity		Plenary
Pair task	Whole class teaching	Pair task	Whole class teaching
Ask pupils to tell their partner their own names, saying: 'I am'.	Show the pupils the questions on the chalkboard and read them out.	Tell pupils to ask their partners the same questions and to try to	Sing a simple song with the pupils, such as 'My head, my shoulders'.
Demonstrate for them by telling them your name in the same way.	You may need to explain these in the pupils' local language.	remember the answers. Ask them to tell another pair about their	
Once pupils have introduced themselves, ask them to tell another	Invite one pupil to ask you the first question and answer it.	partner, again using 'He is' or 'She is' to share their answers to the four questions.	
pair their partner's name, saying 'He is' or 'She is'.	Repeat with different pupils for the other questions.		

Lesson minutes **Learning outcomes** Letters and sounds Describing myself By the end of the lesson, most Whole class teaching pupils will be able to: Quickly show all the sound **Organising the** Recognise the letter sound 'n'. flash cards and ask pupils to classroom for say them. Write the letter 'n'. effective learning Read and explain the 'n' words Confidently say simple sentences to the class. about themselves in English. Tell pupils to listen for the 'n' sound and ask them to say the **Teaching aids** words after you. Sound out 'nap' carefully: 'n-a-p'. Before the lesson: Choose someone to point to Have ready the sound flash cards. and say each sound. Write the 'n' words on the Repeat the process with 'pin', chalkboard. 'pan' and 'tin'. Tell the class to copy you writing Have a sand tray for each pair the letter 'n' in the air. of pupils. Read Nigeria Primary English 1, Tell pairs to write the letter 'n' page 13. as big and as small as they can in the sand trays.

Week 6 **Myself**

۲

Literacy

Primary 1

Term 1

Day 2

lesson plans

kano-lit-1-weeks-6-10-closeout indd 15

10 Nigeria minutes Primary English 1	25 minutes		10 minutes
Introduction	Main activity		Plenary
Pair task	Whole class teaching	Pair task	Whole class teaching
Ask pupils to look at Nigeria Primary English 1, page 13. Give them a few minutes to look closely at the pictures and work out what they can see.	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	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	Take the class outside orinto a space large enoughto stand in a circle.Tell the pupils that theywill each walk into thecircle and say their nameusing 'I am _', and then
Ask pupils to tell their partner what they can see in the pictures, using their local language or English words if they can.	 question. If a pupil says 'I can see a teacher', ask: 'What is she doing?' 'Do you think she is a nice teacher?' 	action to show each activity. Model this by showing some simple actions for activities such as eating, or playing football.	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'.

Lesson title

Literacy lesson plans Primary 1

Term 1

Organising the classroom for effective learning

Week 6 Myself Day 3

Describing actions at home

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

Hear the 'n' sound in words.

Write the letter 'n'.

Learning outcomes

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 Nigeria Primary English 1, page 83.

Letters and sounds

Story

minutes

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.

n

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.

()

۲

10 Nigeria minutes Primary English 1		25 minutes	Nigeria Primary English 1		10 minutes
Introduction		Main	activity		Plenary
Pair task		Group	task		Whole class teaching
Ask pupils to look at the picture in Nigeria Primary English 1, page 83.	Ask them who they have seen in the picture. Make sure they mention three	use the to show	oups that they will eir own bodies w the picture in the	The pupils must decide which person each of them will show, and what	Ask each group to show their 'pictures' in turn. Each time, give them
Ask pupils to tell each other who they can see in the picture and what is happening. boy and the baby do not mention or people, point to th of that person and 'Who is this?'. Tell pupils to use 'He is _' and 'She	 people: the mother, the boy and the baby. If they do not mention one of the people, point to the picture 	they will sit like the mother; of the another will stand like the bocture boy, etc. They should try to make their bodies and faces look exactly like the ones in the picture.	like the mother; er will stand like the c. They should	they are doing. Explain that, when they show their 'body picture', you will ask them:	a few seconds to get into position and then say 'freeze' to make sure the all stand still.
	of that person and ask 'Who is this?'.		'Who are you?' 'What are you doing?'	For each picture, go up to at least two pupils.	
	Tell pupils to use 'He is' and 'She is' when they answer.		the ones in the picture.	Give the groups time to discuss and practice. Tell them the English	Ask them: 'Who are you?' 'What are you doing?'
	Ask them to say other things that they or their parents do in their homes.	-		words for their actions.	Support them to answer using 'I am and I', eg: 'I am the baby and I am playing'.

Writing about	Learning outcomes	Letters and sounds		
myself	By the end of the lesson, most pupils will be able to:	Whole class teaching Quickly show all the sound		
	Begin to read and spell words with 'n'.	flash cards and ask pupils to say them.		
	Say something about themselves in English.	Point to and read the 'n story' on the chalkboard.		
	Teaching aids	Role play the story and get the class to join in.		
		Read the story with them.		
	Before the lesson: Have ready the sound flash cards.	Choose pupils to underline we with the letter 'n'.		
	Write the 'n story' on the chalkboard.	In pairs, ask pupils to write 'r on their blank card.		
	Have ready a blank card for each pair.	 Ask them to put the letters together to make the words 'r 'pan', 'tin', 'ant'. 		
	Write 'I am <u>'</u> ' and your name very large on the chalkboard. Draw simple pictures around it to show things about you.	Choose some pupils to try to write the words on the chalkb		

 (\bullet)

Literacy lesson plans Primary 1

Term 1 Organising the classroom for effective learning

Week 6 Myself Day 4

۲

10 minutes	25 minutes	10 minutes
Introduction	Main activity	Plenary
Whole class teaching	Individual task	Pair task
Show the class your sentence and pictures on the chalkboard.	Tell pupils that they will do the same as you in their exercise books.	Ask pupils to show their pictures to their partner and explain what each
Ask them what they think the pictures show about you, and write their ideas underneath each picture.	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.	one shows.
	As you go around the class, encourage pupils to think about all the different things they could draw by asking them questions.	-

۲

۲

Lesson title		15 minutes		
Writing about	Learning outcomes	Letters and sounds		
myself	By the end of the lesson, most	Whole class teaching		
	pupils will be able to: Hear known sounds in words.	Quickly show all the sound flash cards and ask pupils to		
	Match sounds to a letter to make simple words.	 say them. Ask the pupils to say the sounds. 		
	Write some words that relate to themselves.	Ask them to touch the letter 'n' in the words on the chalkboard.		
	Teaching aids	Say one of the words and choose a pupil to point to the correct word on the chalkboard.		
	Before the lesson:	Repeat this process with the other words.		
	Have ready the sound flash cards. Write the 'n' words on the	Ask the class to read the words with you.		
	chalkboard.	Say the words: 'nap', 'sat', 'pan',		
	Have the drawings from Day 4 on the chalkboard.	 'pit', 'ant', 'tin' and 'pin', slowly. Ask the pupils to write each word in their exercise books as you say them. 		

Literacy lesson plans Primary 1

Term 1 Organising the classroom for effective learning

Week 6 **Myself** Day 5

۲

kano-lit-1-weeks-6-10-closeout.indd 21

11/8/16 4:05 PM

10 minutes	25 minutes	10 minutes	
Introduction	Main activity	Plenary	
Whole class teaching	Individual task	Pair task	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.	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 pupils to swap books with their partners.	Show the class the words on the chalkboard.
		They should read what their partner has written and underline any 'n's in their words.	 For each one, say the word and ask someone who has used it to show
	Ask some pupils to tell you their words.		the class an action to go with the word.
	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		Each time, ask the class to do the action and say the word.

they write each one down. Tell the class to write their words under their pictures. ۲

۲

Week 7 In my classroom

۲

hannal

۲

Letters/soun
'c' cat can cap cow cot cup cake

۲

Literacy lesson plans Primary 1

Term 1

۲

Organising the classroom for effective learning

Week 7 In my classroom Day 1

Objects in the classroom

Lesson

Learning outcomes Letters and sounds By the end of the lesson, most Whole class teaching pupils will be able to: Quickly show all the sound Say and write the sound 'c'. flash cards and ask pupils to say them. Say some of the names of objects Place the flash cards around the in the classroom. playground. **Teaching aids** Say a sound and tell pupils to run and stand by the correct card. Repeat several times. Before the lesson: Point to the picture of the cow Have ready all the sound flash and say 'c, c, cow'. cards 's', 'a', 't', 'j', 'p', 'n' and 'c'. Show the letter 'c' and say 'c, c, c' Make a flash card with the with the pupils. letter 'c' on one side and a picture Write the letter 'c' in the gir of a cow on the other. and ask the class to copy you. Have ready sticks and sand trays. Tell pupils to use the sticks Read Nigeria Primary English 1, to write 'c' in the ground or in sand trays. page 19. Write the key words on the chalkboard.

С

minutes

10 Nigeria minutes Primary English 1	25 minutes		10 Song minutes
Introduction	Main activity		Plenary
Pair task	Whole class teaching		Whole class teaching
Ask pupils to look at the pictures in Nigeria Primary English 1, page 19. Ask pairs to look around the classroom to see	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	Ask pupils what other objects they can see in the classroom. Ask if they know the English names for any of them.	Lead the class in singing 'Point to the window', pointing to each object as they name it.
if they can find any of the objects in the pictures.	with you. For each object, ask if anyone found examples of it in the classroom.	Tell them to go to the object and lead the class in saying its name. Ask them to draw some of the objects they can see 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.		

Lesson title

Literacy lesson plans Primary 1

Term 1

Organising the classroom for effective learning

Week 7 In my classroom Day 2

۲

Naming classroom objects

Learning outcomes Letters and sounds By the end of the lesson, most Whole class teaching pupils will be able to: Quickly show all the sound Recognise the sound that the flash cards and ask pupils to letter 'c' makes. say them. Write the letter 'c'. Hide the 'c' card behind your back. explaining that when you show Identify some classroom objects the cow side the pupils should using their English name. say 'cow' and when you show the 'c' side they should say 'c'. **Teaching aids** Read the 'c' words on the chalkboard, explain them and ask pupils to say the words with you. **Before the lesson:** Choose pupils to underline the Have ready the sound flash cards. 'c' sound on the chalkboard. Have ready the 'c' sound Ask the pupils to write the letter and picture card from Day 1. 'c' on the back of their partner. Write the 'c' words on the Ask them to draw a picture chalkboard and draw pictures for one of the 'c' words in to explain them. their exercise books and write

minutes C

'c' under the picture.

()

Make a set of classroom object

flash cards for each group.

10 Nigeria minutes Primary English 1	25 minutes		10 Song minutes
Introduction	Main activity		Plenary
Pair task	Whole class teaching	Group task	Whole class teaching
Ask pupils to look at the picture in Nigeria Primary English 1, page 19.	Show flash cards with the names of objects in the classroom.	Give a set of flash cards containing names of objects on or near their tables to each group, eg: table, chair, pencil, book.	Sing 'Point to the window' with the class.
Ask pairs to tell one another the names of the objects	Ask pupils to say the name of the object.		
in the picture. Ask pupils to share the names of the objects with the rest of the class.	Ask if anyone can see where that object is in the classroom.	 Tell the groups to fix their flash cards to the correct objects. 	_
	Give the card to a pupil and ask them to stick the flash card to the object.	Ask them to copy some of the words carefully in their exercise books.	
	Tell them to point to the object and say its name.	-	

Lesson title

Literacy lesson plans Primary 1

Term 1

۲

Organising the classroom for effective learning

Week 7 In my classroom Day 3

Drawing objects in the classroom

()

Learning outcomes Letters and sounds By the end of the lesson, most Whole class teaching pupils will be able to: Quickly show all the sound Recognise and spell words flash cards and ask pupils to containing the sound 'c'. say them. Identify classroom objects Read and explain the 'c story'. and say their names. Choose pupils to role play the story with you and point to **Teaching aids** the story as you read it. Ask the pupils to clap when they hear the sound 'c'. Before the lesson: Give pairs a blank card and ask Have ready the sound flash cards them to write 'c' on it. and a blank card for each pair. Ask them to look at all their cards Write the 'c story' on the and make the word 'cat'. chalkboard. Ask them to make the words Have ready the classroom 'can' and 'cap'. object flash cards from Day 2 for each group. Choose pupils to write the words on the chalkboard.

Story

minutes

С

Game 25 10 minutes minutes **Main activity** Introduction Plenary Whole class teaching Pair task **Group task** Explain or remind Begin by saying some-Choose some of the Ask pairs to discuss any the pupils of the rules thing like, 'Simon says, put classroom object objects in the classroom of 'Simon says'. your hands on your head'. flash cards and ask the that do not have a flash card. pupils how you should particularly if they do not Line up the group across Look to make sure say the words. know its name in English. everybody has put their from you, 10—20 feet away. hands on their heads. Tell the pupils to say the Tell them the names Tell the pupils that they of the objects. Make flash words with you. should all obey you if Give another order such cards of these for the you first say the words Give each aroup a set as, 'Simon says, stand on next lesson. 'Simon says'. one foot'. Check again. of flash cards to match to objects. Tell them that they are Continue giving orders. Tell them to take it in out of the game if they Mix it up and say somefollow an order that doesn't thing like, 'Raise your turns to pick a card from begin with 'Simon says', right hand' without first their set and fix it to or if they fail to do what saying 'Simon says'. the object described. Simon says to do. Play the game, each time aiving an instruction connected to a classroom

> object, eg: 'Simon says: pick up vour pencil'.

kano-lit-1-weeks-6-10-closeout indd 30

10

۲

minutes

()

Literacy lesson plans Primary 1

Term 1 Organising the classroom for effective learning

Week 7 In my classroom Day 4

۲

Lesson title

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

15 minutes

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 <mark>'king'</mark> and when you show the 'k' side they should say <mark>'k'</mark>.

Read the 'k' words and explain them.

Ask pupils to say the words with you.

10 minutes		25 minutes	10 minutes
Introduction Whole class teaching		Main activity Group task	Plenary Whole class teaching
ardw lines to show the walls of the classroom, and rectangles to show the desks, etc.of a co co co EDraw a circle to show yourself at the front of the roomE w the the front of the	Explain that this kind of picture, showing a place from above, is called a <mark>'map'</mark> .	cture, showingAsk groups to draw someice from above, isof the classroom objectsd a 'map'.that they know the namesain that the classfor in the correct placeson their mapon their map	they have done.
	 Explain that the class will be creating a map of the objects in the class- room using this method. 		
		Ask pupils to label these items as you did - on the chalkboard.	
	Read the flash cards from yesterday with the pupils.		
	Draw some of the objects named on the flash cards on the map and label them.		

۲

Lessc title

Literacy lesson plans Primary 1

Term 1

۲

Organising the classroom for effective learning

Week 7 In my classroom Day 5

Identifying classroom objects

Learning outcomes	Letters and sounds
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.	Whole class teaching Quickly show all the sound flash cards and ask pupils to say them. Read the 'c' and 'k' words with
Teaching aids	the pupils. Write 'k' on the chalkboard and in the air.
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. Have a sand tray ready for each pair.	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.

15 minutes k

۲

 (\bullet)

10 minutes	25 minutes		10 Song minutes
Introduction	Main activity		Plenary
Whole class teaching	Group task		Whole class teaching
Ask the class to remind you of the names of some of the classroom objects.	Ask groups to complete their classroom maps, started on Day 4.	When pupils visit another map, they should write their own names where their seat is. They should also write the names of the experts in their group.	Sing 'Point to the window' and do the actions. If possible, show the pupils
For each object they name, ask pupils to point to that object and then lead them in writing its name in the air.	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.		If possible, show the pupils where their maps will be displayed in the classroom.
	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.		

Week 8 Around the school ۲

COLS.

tool to

Strip of Ct.

12 LIS

0504

CULCHCCS.

۲

00

Lesson title

Literacy lesson plans Primary 1

Term 1

۲

Organising the classroom for effective learning

Week 8 Around the school Day 1

Objects in the school compound

Learning outcomes Letters and sounds By the end of the lesson, most Whole class teaching pupils will be able to: Quickly show all the sound Say the sound 'ck'. flash cards and ask pupils to say them. Spell words with 'ck'. Tell the class that 'ck' together Identify some objects in the also make the same sound as school compound. 'c' and 'k'. Read the 'ck' words to the class **Teaching aids** and explain them. Ask pupils where 'ck' comes Before the lesson: (at the end of the word). Have ready the sound flash cards. Say the 'ck' words with them. Write the 'ck' words on the Ask pairs of pupils to get out their chalkboard and draw pictures sound cards. to explain them. Give them a blank card and tell Have ready the sound flash cards them to write 'ck' on it. 's', 'a', 't', 'i', 'p', 'n', 'c', 'k' and Call out some of the 'ck' words a blank card for each pair of pupils. and ask pupils to make the words Practise saying the English with their cards. names for most objects in the school compound.

15 minutes

CK

10 minutes	25 minutes		10 Game minutes		
Introduction	Main activity		Plenary		
Pair task	Whole class teaching	Individual task	Whole class teaching		
Tell the pairs to go into the school compound and try to identify as many	Ask pupils to tell you the objects they saw in the school compound.	Ask each pupil to choose five of the objects from the chalkboard and	Ask pupils to bring their list and a pencil with them, and take the class outside	You can continue playing until about five pupils have ticked	
objects as they can. They must remember the objects they see. It doesn't	Write each one on the chalkboard. If they do not know the English for their	- write the names of these things down in their exercise books.	to a place where you can see most of the objects from your list.	off all of their objects.	
matter if they don't know the English for their objects.	object, tell them the English word and write it on the		Explain that you will pick up or point to objects in		
After 5 minutes, call them back into the classroom.	- chalkboard. Ask them to say the new word with you.		names in the local	turn. You can also say their names in the local language.	
	Once you have a full list, read through it with the		If that object is on their list, they should tick it off.		
	pupils, saying each word as a class, and ask if there are any more objects they would like to add.		When a pupil has ticked all of the objects on their list, they should shout 'Bingo!' That pupil has won the game.		

Term 1 Organising the classroom for effective learning

Week 8 Around the school Day 2

۲

'This is a __'

Lesson

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

Game

minutes

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.

e

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	25 minutes	10 Game minutes	
Introduction	Main activity	Plenary	
Whole class teaching	Group task	Whole class teaching	
Point to a table and say 'This is a table'. Point	Show the flash cards with the names of the	Ask pupils to stand in a circle.	Each pupil in turn should take the object and
to a chair and say, 'This is a chair'.	objects from yesterday. Ask if anyone can - remember where those	Place a simple object, such as a pencil or a shoe,	 say a new 'This is a' until all pupils have had a turn.
Write 'This is a' on the chalkboard and explain that we can use this phrase when saying what some- thing is called.	 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 	in the middle of the circle. Explain that they are going to play a game called 'This is a _'.	-
Ask pupils to say the following phrases with you: This is a table' and 'This is a chair', while pointing at those objects.		Go into the centre of the circle, pick up the object and pretend to play it like a drum. Say, 'This is a drum'.	-
	object's name.	Ask a pupil to come into the circle and take it from you, saying: 'No, this is not a drum. This is a'.	-

Term 1 Organising the classroom for effective learning

Week 8 Around the school Day 3

۲

'Is this a __?'

Lesson

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 Nigeria Primary English 1, page 19.

Letters and sounds

Story

minutes

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.

e

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		25 minutes	Nigeria Primary English 1		10 minutes	Game
Introduction		Main	activity		Plena	ry
Whole class teaching		Indivi	dual task	Pair task	Whole	e 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'.	Encourage them to answer: 'Yes'. Point to a table and ask: 'Is this a chair?' Encourage them to answer: 'No. It is a table.'	Nigeria page 1 top pia Ask th one ob	e pupils to open a Primary English 1, 19 and look at the ctures. em to choose oject that they can e name of.	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.	class, togeth off the For ea pupils the fla	ch object, show the picture side of sh card. If the picture
Write 'Is this a <u>?</u> ' on the chalkboard. Explain that you can <mark>ask a question</mark> using this phrase.	-	of that exercis	upils to draw a picture object in their se book and write ne next to it.	_	are not complete or not very clear, tell them the local name for that object.	
Point to a chair and ask the class: 'Is this a chair?'	-	at the	rage them to look flash cards to help vith the names.	-		

Term 1 Organising the classroom for effective learning

Week 8 Around the school Day 4

۲

'What is this?'

Lesson

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

15 hinutes

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	25 minutes	10 Song minutes
Introduction	Main activity	Plenary
Whole class teaching	Pair task	Whole class teaching
Remind the pupils that yesterday they asked the question 'Is this a _?'	Take the pupils outside in pairs. Ask each person in the pair to take turns	Sing 'Objects in the classroom' to the pupils, and ask them to sing it
Explain that when you don't know what some-	to point to an object and ask: 'What is this?'	with you. If possible, ask them to
<mark>thing is</mark> , you can ask: 'What is this?'	Ask their partner to answer.	point to the flash card for each object as they
Show them the object flash cards and say the word with the pupils.	If their partner does not know the name of the object, they should help each other or ask another pair.	sing its name.
Point to a chair and ask: 'What is this?'	If they cannot find the answer, they should come	
Encourage pupils to answer: 'It is a chair.'	and find you and ask: 'What is this?'	
	Each person should ask their partner the names of five objects.	

Term 1 Organising the classroom for effective learning

Week 8 Around the school Day 5

۲

'Where is _?'

Lesson

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

15 hinutes

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.

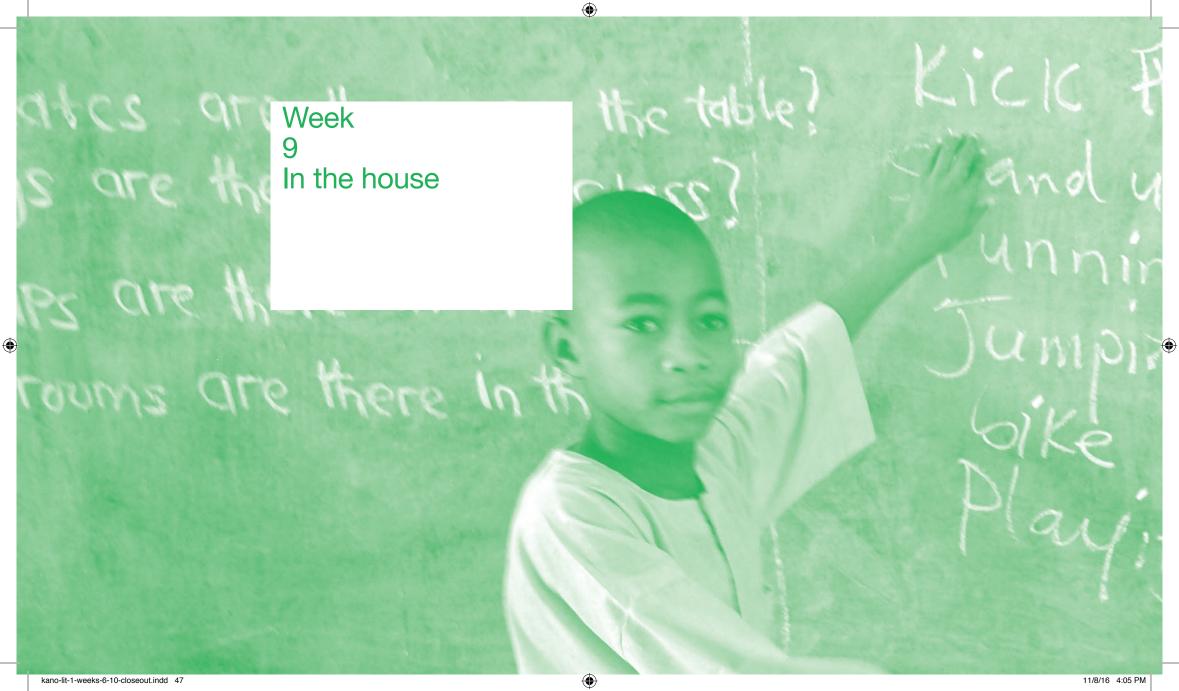
Ask them to look at all their cards and make the word 'hat'.

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

Choose pupils to write these words on the chalkboard.

10 minutes		25 minutes		10 minutes
Introduction		Main activity		Plenary
Whole class teaching		Whole class teaching		Individual task
Write 'What?' on the chalkboard.	Show them 'Where?' on the chalkboard and	Give out the flash cards to pupils.	Ask pupils to stand next to each other and ask:	Write the phrases 'Is this a?', 'What is this?'
Ask if any pupils can use it in a sentence. If not,	encourage them to say it with you.	Ask one pupil to come	 'Are they friends?' Encourage the class to 	and 'Where is?' on the chalkboard.
point to a chair and ask:	Ask: 'Where is the table?'	their flash card.	say: 'Yes'.	Ask pupils to copy the
What is this?' Ask pupils to answer you.	Encourage the class to answer by pointing to a table.	Ask him or her to show the flash card to the class and ask: 'Where is	the pupils and tell them to	 phrases down. For each, they should complete the questions with an object
Write 'Where is _?', 'Is this a _?', and 'What is this?' on the chalkboard.		Ask the pupil with a picture showing that word to come to the front and say: 'I am your friend.'		and a possible answer.
Explain that today's question word is 'Where'. You can use this question to help find a place or object.				
			Ask another pupil to bring their word to the front	-
			of the room and repeat until all of the flash cards have been used.	

kano-lit-1-weeks-6-10-closeout.indd 46



ne	Letters/s	ounds	Words/phrases	Assessment	
IP 19	ʻm' man men mat map him hem mist stem ram	ʻr' rat rag rip ran rub trap trip	mat spoon plate cup pot bed hoe kettle broom cooker stove mirror knife fork bottle It is in	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.	ean Switch o Lelding utting Jashing

۲

Term 1 Organising the classroom for

effective learning

Week 9 In the house Day 1

۲

Objects in the house

Lesson

Learning outcomes Letters and sounds By the end of the lesson, most Whole class teaching pupils will be able to: Quickly show all the sound Recognise the sound that the flash cards and ask pupils to letter 'r' makes. say them. Say the names of objects found Point to the picture and say 'rrrat'. at home. Show the letter 'r'. Say 'rrr' and ask the pupils to join **Teaching aids** you in making the sound. Write the letter 'r' in the air and Before the lesson: ask the class to copy you, writing in the air, on their backs, etc. Have ready the sound flash cards, 's', 'a', 't', 'i', 'p', 'n', 'c', 'k', Put the card behind your back 'ck', 'e', 'h'. and explain that when you show the 'rat' side the pupils should Make a flash card with 'r' on say 'rat' and when you show the one side and a picture of a rat on 'r' side they should say 'r'. the other. Bring in some real household objects.

minutes

kano-lit-1-weeks-6-10-closeout.indd 49

10 minutes	25 minutes		Nigeria Primary English 1	10 minutes
Introduction	Main activity		•	Plenary
Whole class teaching	Whole class teaching		Pair task	Whole class teaching
Ask the pupils to name different objects they can find in their homes.	Ask pupils to explain what they do with the house- hold objects you have	Tell the class you will do an action and they must say the name of the object you are using, eg: 'I sweep with a brush' 'I cut with a knife'.	Tell the pupils to look at Nigeria Primary English 1, page 18.	Ask the pupils to draw the objects that start with the sounds 't', 'p' and 'c'.
Show them real house- hold objects.	 discussed, using 'in my house', eg: 'l sit on a chair in my house'. 		Read some of the words and ask pupils to touch the matching picture.	Tell them to write the sound by the picture they draw.
Say the names and tell pupils to say them with you.	Show the class the flash cards with the words on.		Say the names of the objects and tell pupils to	-
	Explain the words and	-	repeat them after you.	
with yo Role p a cup	tell the class to read them with you.		One pupil should role play an action for an object	-
	Role play drinking from	_	on the page.	
	a cup and say: 'I drink from a cup in my house'.	a cup and say: 'I drink from a cup in my house'.	Their partner should point to the object and try to say its name.	-

	Lesson title		15 minutes	
Literacy lesson plans Primary 1	Objects in the	Learning outcomes	Letters and sounds	
Term 1 Organising the classroom for effective learning	house	By the end of the lesson, most pupils will be able to:	Whole class teaching Quickly show all the sound	
		Read words with the sound 'r' and write the letter 'r'.	flash cards and ask pupils to say them.	
		Say sentences about objects	Write 'r' on the chalkboard.	
		using the word 'in'.	Say the sound and ask the pupil to join you in making the sound.	
Week 9 In the house		Teaching aids	Read the 'r' words and explain them to the class.	
Day 2		Before the lesson:	Ask pupils to say the words	
		Have ready the sound flash cards.	- with you.	
		Write the 'r' words on the chalkboard.	 Choose pupils to underline the 'r' sound in the words on the chalkboard. 	
		Prepare a sand tray for each group.	In pairs, tell the pupils to take	
		Write 'clock', 'cup', 'mat' and 'pot'	turns to write 'r' in the sand.	
		on cards.	Ask them to write 'r' and draw pictures in their books.	

۲

10 minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Whole class teaching	Group task	Pair task
Ask if pupils can say	Draw a house on the	Ask pupils to name	Show the pairs the objects.
any objects they have in their homes.		objects that might be in the parlour.	Ask them to say a sentence about each one.
of the objects in English. and 'p so tha the res Tell pu	 section 'bedroom', 'kitchen' and 'parlour'. Keep it so that it can be used for the rest of the week. 	Ask each group to tell the others. They should say a sentence using 'in', eg: 'The clock is in the parlour'.	eg: 'It is in the kitchen'.
	Tell pupils to look at the drawing of the house.	As pupils say the sentences, you draw the objects on	
Ask them what object might be in a kitchen and draw these object on the chalkboard as pupils say them.		the chalkboard.	
	Tell them to put their ideas in a sentence, eg: 'The cup is <mark>in</mark> the kitchen'.	-	

Lesson title

Literacy lesson plans Primary 1

Term 1

Organising the classroom for effective learning

Week 9 In the house Day 3

۲

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

Story

minutes

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 Nigeria minutes Primary English 1		25 minutes		10 minutes
Introduction		Main activity		Plenary
Whole class teaching	Pair task	Whole class teaching	Group task	Group task
Tell the pupils to look at Nigeria Primary English 1,	Tell one member of each pair to point to an object in	Look at the house pictures from Day 2.	Ask the groups what might be found in the bedroom.	Show pupils the flash cards with the names of
page 18. Point to each object in turn and say its name.	Nigeria Primary English 1, - page 18 and ask the other to try to say its name.	Choose pupils to say sentences about the objects in the kitchen.	As they say their objects, draw them on the house on the chalkboard.	 the objects. Tell them to say the names after you.
Tell the pupils to repeat it after you.		Then choose pupils to say sentences about the	-	Give each group a set of pictures and a set of words
Point to each object again and choose pupils to say a sentence about	-	objects in the parlour.		Ask them to try to put the words next to the correct pictures.
it, eg: 'The knife is in the kitchen'.				Ask each group to hold up their pictures and words.
				The other groups should say if they think they are correct.

Term 1

Organising the classroom for effective learning

Week 9 In the house Day 4

۲

Objects in the home

Lesson

Learning outcomes

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

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

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

15 minutes

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 Song minutes	25 minutes	10 minutes
Introduction	Main activity	Plenary
Whole class teaching	Group task	Individual task
Sing 'Objects in the classroom'.	Read the words 'parlour', 'bedroom' and 'kitchen' with	Ask the pupils to draw some objects in the
Tell the pupils to look at	the pupils.	home beginning with the sounds 'm' and 's' in
the house drawing.	Give each group a set of these words and a set	their exercise books.
Ask the class where the objects are, eg: 'Where is	of pictures.	Tell them to write the sound
the bed?'	Tell them to put the pictures	by the object they draw.
Tell pupils to reply with a sentence, eg: 'The bed is	next to the word for the room they are in.	
in the bedroom.'	Ask each group to say where their pictures are, eg: 'The cup is in the kitchen'.	
	Ask the other groups if they are correct.	

Lesson title

Literacy lesson plans Primary 1

Term 1

Organising the classroom for effective learning

Week 9 In the house Day 5

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'.

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

15 minutes **M**

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.

۲

10 minutes	25 Nigeria minutes Primary English 1		10 minutes
Introduction	Main activity		Plenary
Group task	Whole class teaching	Group task	Group task
Ask the pupils to look at the house picture from Days 3 and 4.	Ask the class to look at the pictures in Nigeria Primary English 1, page 18.	Show the pupils the words on the cards and read these words with them.	Ask each group to put their cards into two piles. One pile should be for
Ask them to tell you what	Ask the pupils what	Give each group the cards.	objects found in school and the other should
is in the rooms, eg: 'What is in the bedroom?'	objects they can see from the house and write their	Say one of the words and ask the groups to hold	be for objects found in the home.
They should reply with	answers on the chalkboard.	up the correct card.	Ask each group to say
a sentence, eg: 'The bed is in the bedroom'.	Ask them to say what they can see in the pictures		which objects they have in each pile. The other
Tell each group to think about a room in the home.	in Nigeria Primary English 1, page 19.		groups should say if they are correct.
Ask them to name as many objects as they can in their room.	 Ask pupils what objects they can see from the school and write their ideas on the chalkboard. 		
Each group should say their words in a sentence, eg: 'The _ is in the kitchen'	Ask the class: 'Are there any objects in both pictures?'		

()

Week 10 Where I live

۲

۲

Letters/sounds

Words/phrases

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

۲

house church mosque school market tree shop well goat dog village clinic farm

hut

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.

Assessment

 (\bullet)

۲

Term 1 Organising the classroom for effective learning

Week 10 Where I live Day 1

۲

My village

Lesson

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

15 minutes

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 Nigeria minutes Primary English 1	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Whole class teaching	Group task	Whole class teaching
Ask the pupils to look at Nigeria Primary English 1, page 28.	Ask the pupils what other things they can see in their villages.	Give each group flash cards containing names of what can be seen in	Choose one of the pictures and ask the class: 'What is this?'
Tell them that the pictures show things that can be found in a village.	Write their ideas on the chalkboard, eg: school, market.	 a village. Give each group eight pieces of paper and 	The pupils should reply: 'This is a' Repeat for all the words.
Point to the first picture and ask: 'What is this?'	Show them the flash cards of the names of things in the village.	 ask them to draw one picture on each to explain each word. 	
Tell them to reply: 'This is a school'.	Explain each word - and tell the class to say them after you.	 When they have finished, say one of the words and ask the pupils to hold up the picture they have drawn for it. 	_
Repeat with each picture. Ask the pupils to read the sentences that go with each			
picture in Nigeria Primary English 1, page 28.		Repeat until you have said all the words.	_
Ask pairs to try and read the sentences together.		Keep their pictures for tomorrow.	_

Lesson Game d minutes Learning outcomes My village Letters and sounds By the end of the lesson, most Whole class teaching pupils will be able to: Quickly show all the sound Read words with the sound 'd' flash cards and ask pupils to and write the letter 'd'. say them. Answer the question, Play 'I spy'. 'What is this?'. Choose an object or picture the pupils can see, eg: a desk. **Teaching aids** Say, 'I spy with my little eye something beginning with __' (say the first sound of the object, eg: d). Before the lesson: Ask the pupils to guess the object Have ready the sound flash cards. vou are thinking about. Write the 'd' words on the Repeat with a different object. chalkboard. Ask the pupils to draw some words Choose six 'd' words. draw with 'd' in their exercise books. pictures on cards to explain them and put these in a box. Ask them to write 'd' as big as they can and as small as they can Have ready the flash cards for under their pictures. objects found in a village and the pictures the pupils drew yesterday.

()

Literacy lesson plans Primary 1

Term 1 Organising the classroom for effective learning

Week 10 Where I live Day 2

۲

10 minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Group task	Whole class teaching	Pair task	Whole class teaching
Ask the pupils to name things they can see in their villages and you write	Write the key words on the chalkboard.	Ask each pair to draw two things they can see in their village.	Point to the key words on the chalkboard.
them on the chalkboard. Give the pupils the pictures	Point to the key words. - Read and explain each one.	Ask one member of each pair to point to their	Choose some pupils to come out, point to the words and ask: 'What is this?'
they drew yesterday. Say one of the words	Tell the class to say the words with you.	partner's drawing and say, 'What is this?'	The class should reply: 'This is the'
and ask pupils to hold up the matching picture.	Point to each word and say: 'What is this?'	The partner should reply: 'This is the'	Ask the pupils to draw a picture of their village.
Repeat until you have said all the words.	The class should reply: 'This is the hut', etc.	Tell the pairs to swap roles and repeat the activity.	
		Choose some pairs to say this to the rest of the class.	-

Lesson title		15 Story minutes			
My village	Learning outcomes	Letters and sounds			
	By the end of the lesson, most pupils will be able to:	Whole class teaching Quickly show all the sound			
	Hear the sound 'd' in words and write the letter 'd'.	flash cards and ask pupils to say them.			
	Answer the questions, 'What is	Write 'd' on the chalkboard.			
	this?' and 'Where is this?'.	Say the sound and ask the pupils to join in making the sound with you.			
	Teaching aids	Read and explain the 'd story'.			
	Before the lesson:	Choose pupils to help you to role play the story.			
	Have ready the sound flash cards.	sh cards. Read the story again.			
	Write the 'd story' on the chalkboard.				
	Write the key words on the	they hear the 'd' sound.			
	chalkboard.	Ask the pupils to draw a picture in their exercise books to explain			
	Bring in objects from the kitchen.	the story.			
	Draw things found in the village.	Tell them to write the word 'dad'			
	Make each pair a set of flash cards with the words: 'This', 'is', 'the', 'house'.	under their picture.			

Literacy lesson plans Primary 1

Term 1 Organising the classroom for effective learning

Week 10 Where I live Day 3

۲

10 minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Group task		Pair task
Point to and read the key words on the chalkboard.	Point to the pictures of things in the village and ask: 'What is this?'	Tell the pupils to draw a line down the middle of a page in their exercise books.	Give each pair a set of cards. Tell them to shuffle these cards.
Point to words at random and choose pupils to say them. Repeat this	The class should reply: 'This is the'	On one side they should draw objects found in	Tell the pairs to put their cards in the correct order
several times. Say a word and ask a pupil to come and touch it.	Show pupils the objects from the kitchen and ask: 'What is this?'	the kitchen and on the other side objects found in the village.	to make a sentence. Choose a pair to read their sentence.
	They should reply: 'This is the'	Choose individual pupils to say the names of the objects they have drawn.	Tell pupils to write their sentences in their
	Point to a kitchen object and ask: 'Where is this?'		exercise books.
	Help them reply: 'It is in the kitchen.'		

Repeat with the village pictures.

۲

۲

Lesson title		15 Game Story C		
Where I live	Learning outcomes	Letters and sounds		
	By the end of the lesson, most pupils will be able to: Say and write the sound 'd'.	Whole class teaching Quickly show all the sound flash cards and ask pupils to		
	Read and write sentences beginning with, 'This is a'.	say them. Play 'I spy'.		
	Read the key words.	Tell pupils to try to read the 'd story' with you.		
	Teaching aids	Give each pair the blank cards and ask them to write 'd' on each one.		
	Before the lesson:	Ask them to look at all their		
	Have ready the sound flash cards for each pair.	cards and make the word 'dad'. Tell them to repeat this process		
	Write, 'This is a' on a large piece of card and make a flash	to make 'red' and 'sad'.		
	card for each pair.	Choose pupils to write the words on the chalkboard.		
	Draw pictures on the chalk- board of a school, market,	Say one of the sounds.		
	house, farm, clinic and a tree.	Ask the pupils to hold up the matching card.		

 (\bullet)

Literacy lesson plans Primary 1

Term 1 Organising the classroom for effective learning

Week 10 Where I live Day 4

۲

10 Nigeria minutes Primary English 1	25 minutes		10 minutes	Nigeria Primary English 1
Introduction	Main activity		Plena	ry
Whole class teaching	Whole class teaching	Pair task	Whole	e class teaching
Write 'This is a school' on the chalkboard.	Point to the pictures on the chalkboard and	Tell the pairs to draw two pictures from the chalk-	Nigerio	e class to look at a Primary English 1,
Ask the class to try to read it with you.	ask if anyone can say the names.	board and write a sentence under each one, eg: - 'This is a bed'.	page 2 Say or	28. ne of the sentences.
Choose a pupil to point to the picture of a school.	Write the names under the words as pupils say them.	When they have finished - they should swap their	to the	e pupils to point matching picture in
Ask pairs to try and read the sentences in Nigeria Primary English 1, page 28 together.	Ask individual pupils: 'What is this?' They should reply:	pictures with their partner.Ask them to read the	the bo - Repec senter	It with different
	'This is a _'.	sentences to each other. Choose some pairs to read their sentences		

۲

۲

to the whole class.

Lesson Game d minutes My village Learning outcomes Letters and sounds By the end of the lesson, most Whole class teaching pupils will be able to: Quickly show all the sound Say all the sounds they have flash cards and ask pupils to learned so far. say them. Make sentences with the As you write each sound, ask the key words. <u>class to say it with you.</u> Play 'I spy'. **Teaching aids** Ask pupils to look at the sound cards in pairs. Before the lesson: Say a sound and ask them to hold up the correct card. Have ready the sound flash cards. Ask them to make the following Make one set of flash cards words with their cards: 'sat', 'sad', for each group, containing: 'net', 'red', 'man'. All of the key words. Ask them if they can make up Pictures to show the meaning any of their own words. of each word (on separate cards).

()

Literacy lesson plans Primary 1

Term 1 Organising the classroom for effective learning

Week 10 Where I live Day 5

۲

10 minutes	25 minutes	10 minutes
Introduction	Main activity	Plenary
Whole class teaching	Group activity	Individual task
Gather the pupils in a circle.	Give each group a set of key words cards.	Write 'This is a hut' on the chalkboard and ask the
Put one set of flash cards of the words and pictures face up on the floor.	Tell them to place the cards face down on their desks.	pupils to read it with you. Write 'It is a tree' and ask the pupils to read it with you.
Choose a pupil to pick a word card and read it.	Ask each pupil to take turns to turn over two cards. If the cards match, he/she	Ask pupils to write their own sentences containing
He/she should then point to the matching picture.	 keeps them. If they are not the same 	the key words. Choose some pupils
Repeat until all the words have been read and all the pupils have had a turn.	 the cards must be put back in the same place. 	to read their sentences to the class.
	Continue until no cards remain.	
	The pupil with the most cards is the winner.	

Credits

۲

Special thanks go to:

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.

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. The Honourable Commissioner and staff of the Kwara State Ministry of Education and Human Capital Development, as well as the Kwara State Universal Basic Education Board for their support and valuable input and for agreeing to share these plans with other states.

The UK's Department for International Development (DFID) and the DFID-funded ESSPIN programme for their input, focus, guidance and constructive criticism throughout the development of the plans.

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

۲

