



THE PRESIDENT'S  
**RECOVERY**  
PRIORITIES

Education

Ministry of  
Education,  
Science and  
Technology

Lesson plans for

# PRIMARY *Language* ARTS

**1**  
CLASS

**2**  
TERM



## Foreword

Our country's future lies in the education of our children. The Government of Sierra Leone is committed to doing whatever it takes to secure this future.

As Minister of Education, Science and Technology since 2007, I have worked every day to improve our country's education. We have faced challenges, not least the Ebola epidemic which as we all know hit our sector hard. The Government's response to this crisis – led by our President – showed first-hand how we acted decisively in the face of those challenges, to make things better than they were in the first place.

One great success in our response was the publication of the Accelerated Teaching Syllabi in August 2015. This gave teachers the tools they needed to make up for lost time whilst ensuring pupils received an adequate level of knowledge across each part of the curriculum. The Accelerated Teaching syllabi also provided the pedagogical resource and impetus for the successful national radio and TV teaching programs during the Ebola epidemic.

It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans – one for each lesson, in each term, in each year for each class. This is a remarkable achievement in a matter of months.

These plans have been written by experienced Sierra Leonean educators together with international experts. They have been reviewed by officials of my Ministry to ensure they meet the specific needs of the Sierra Leonean population. They provide step-by-step guidance for each learning outcome, using a range of recognised techniques to deliver the best teaching.

I call on all teachers and heads of schools across the country to make best use of these materials. We are supporting our teachers through a detailed training programme designed specifically for these new plans. It is really important that these Lesson Plans are used, together with any other materials you may have.

This is just the start of education transformation in Sierra Leone. I am committed to continue to strive for the changes that will make our country stronger.

I want to thank our partners for their continued support. Finally, I also want to thank you – the teachers of our country – for your hard work in securing our future.



Dr. Minkailu Bah

Minister of Education, Science and Technology

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# Introduction to the Lesson Plan Manual

These lesson plans are based on the National Curriculum and meet the requirements established by the Ministry of Education, Science and Technology.

- 1  The lesson plans will not take the whole term, so use spare time to review material or prepare for exams
- 2  Teachers can use other textbooks alongside or instead of these lesson plans.
- 3  Read the lesson plan before you start the lesson. Look ahead to the next lesson, and see if you need to tell pupils to bring materials for next time.
- 4  Make sure you understand the learning outcomes, and have teaching aids and other preparation ready – each lesson plan shows these using the symbols on the right.
- 5  Quickly review what you taught last time before starting each lesson.
- 6  Follow the suggested time allocations for each part of the lesson. If time permits, extend practice with additional work.
- 7  Lesson plans have a mix of activities for the whole class and for individuals or in pairs.
- 8  Use the board and other visual aids as you teach.
- 9  Interact with all students in the class – including the quiet ones.
- 10  Congratulate pupils when they get questions right! Offer solutions when they don't, and thank them for trying.



Learning outcomes



Teaching aids



Preparation

<b>Lesson Title:</b> Letter Review: Aa-Hh	<b>Theme:</b> Storytelling and Phonemic Awareness; Letter Review: Aa-Hh	
<b>Lesson Number:</b> L-01-61	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to name letters and match them to letter words.</p>		<p><b>Teaching Aids</b> Alphabet strip (if you have one)</p>		<p><b>Preparation</b> If you don't have an alphabet strip, write these letters on the board: Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh. Make sure the letters are big and that everyone can see them.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. **Say:** My favourite word is 'egg'. I like eggs, and it's an easy word to say.
3. **Ask:** What's your favourite word? Ask some pupils to say their favourite words in English and their mother tongue.
4. Tell pupils that today we are saying letters, sounds and words.

### Introduction to the New Material (10 minutes)

1. Point to these letters on the board (or the alphabet strip): Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh. Each time you point to a letter, say the name of the letter.
2. Point to the letters again. Say each letter 3 times. Pupils repeat 3 times.
3. **Say:** Class, say the letters again, please.
4. Point to the letters again. Don't say the letters this time. Pupils say the letters.
5. Point to the letters in a different order (e.g. Dd, Bb, Gg, Aa, Cc, Ff, Ee). Don't say the letters. Pupils say the letters.
6. Repeat a few times.
7. Point to the letter 'Aa'. **Say:** This letter sounds like /a/. Ant. Ant. Ant.
8. Pupils repeat 'ant' 3 times. Help with pronunciation if there are problems.
9. Repeat step 6 with the other letters. Use these sounds and words:
  - a) /b/ Bed. Bed. Bed.
  - b) /c/ (similar to /k/) Cat. Cat. Cat.
  - c) /d/ Dish. Dish. Dish.
  - d) /e/ Egg. Egg. Egg.
  - e) /f/ Fat. Fat. Fat.
  - f) /g/ Goat. Goat. Goat.
  - g) /h/ Hot. Hot. Hot.

### Guided Practice (10 minutes)

1. Point to the letter 'Aa'. Say the word 'ant' begins with this letter.
2. Ask pupils to say what the word 'ant' means. If they don't know, tell them.
3. **Ask:** Can you say another word with the letter 'Aa'?
4. Have pupils raise their hands. Take 3-4 answers. (Example answers: axe, apple)
5. Repeat the words loudly and clearly. Ask pupils to repeat it.

6. Check everyone understands what the word means.
7. If pupils don't know any more words, give them 2-3 words from previous lessons.
8. Repeat this with other letters - Bb (bed), Cc (cat), Dd (dish), Ee (egg), Ff (fat), Gg (goat), Hh (hot):
  - a) Say the word.
  - b) Point out the sound.
  - c) Ask pupils to think of more words with the same letter.

**Independent Practice** (10 minutes)

1. Tell pupils to get into pairs.
2. Tell them you will say a letter.
3. In pairs, they must work together to say as many words as they can remember with the letter.
4. Have 3-4 pairs volunteer to share their words with the rest of the class.

**Closing** (2 minutes)

1. **Say:** Very good. You know lots of English words.
2. Ask pupils to raise their hands and share their favourite words from today's lesson.
3. **Say:** Well done. Thank you, class.

<b>Lesson Title:</b> Letter Writing: Aa-Hh	<b>Theme:</b> Storytelling and Phonemic Awareness; Letter Review: Aa-Hh	
<b>Lesson Number:</b> L-01-62	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write letters Aa through Hh.</p>		<p><b>Teaching Aids</b> Alphabet strip (if you have one)</p>		<p><b>Preparation</b> If you don't have an alphabet strip, write these letters on the board: Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh. Make sure the letters are big and that everyone can see them.</p>
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**Opening (3 minutes)**

1. Greet the class. **Say:** Today is...? Write the word on the board.
2. **Say:** Say the letters, please.
3. Point to letters Aa-Hh on the board (or the alphabet strip).
4. First, point to letters slowly and in order. Then point to letters in a different order. Then point to letters quickly.
5. Tell pupils that today we are writing letters Aa-Hh.

**Introduction to the New Material (10 minutes)**

1. Write uppercase 'A' on the board. As you write, explain how to make the shapes. Explain that the uppercase letter is used at the beginning of the names of people or places.
2. **Ask:** Can you say a name with 'A'?
3. Have pupils raise their hands. Take 1 answer. (Example answer: Abu).
4. Write lowercase 'a' on the board. As you write, explain how to make the shapes.
5. **Ask:** Can you say a word with 'a'?
6. Have pupils raise their hands. Take 1 answer. (Example answer: axe)
7. Repeat with the other letters: Bb, Cc, Dd, Ee, Ff, Gg, Hh.

Examples of names / words:

- B (Example answer: Baimba), b (Example answer: ball)
- C (Example answer: Christiana), c (Example answer: cup)
- D (Example answer: David), d (Example answer: daddy)
- E (Example answer: Esther), e (Example answer: egg)
- F (Example answer: Freetown), f (Example answer: fry)
- G (Example answer: Gabriel), g (Example answer: grass)
- H (Example answer: Hawa), h (Example answer: home)

**Guided Practice (10 minutes)**

1. **Say:** Draw the letter in the air. Write uppercase 'D' on the board. Pupils draw the letter in the air.
2. **Say:** Draw the letter in the air. Write lowercase 'd' on the board. Pupils draw the letter in the air.
3. Repeat with the other letters: Ff, Aa, Dd, Gg, Ee, Cc, Bb

**Independent Practice** (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. Tell pupils to write the letters in their exercise books.
3. Walk around and check whether pupils are writing correctly. Help as needed.

**Closing** (2 minutes)

1. Draw a few letters in the air. Ask pupils to guess the letter.
2. **Say:** Well done!

<b>Lesson Title:</b> Retell a Familiar Story	<b>Theme:</b> Storytelling and Phonemic Awareness; Letter Review: Aa-Hh	
<b>Lesson Number:</b> L-01-063	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to retell this week's story from beginning, middle and end.	 <b>Teaching Aids</b> Poem <i>Soup on Rice</i> (at the end of the lesson plan)	 <b>Preparation</b> 1. Write the poem <i>Soup on Rice</i> on the board. 2. Draw a picture of a dish with rice and soup on it on the board.
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. Point to the picture of the dish with rice and soup. **Ask:** What is this? If pupils don't know, say the words: dish, rice, soup.
3. Talk about soup on rice. Ask questions in the mother tongue: What do we need to cook rice? How do we make soup?
4. Tell pupils that today we are going to say a poem about rice and soup.

### Introduction to the New Material (10 minutes)

1. Read the poem. As you read, point to each word. Read slowly and clearly.
2. Explain what the poem means. Use the picture on the board and mother tongue to explain.
3. Ask pupils to say what the lines mean in their mother tongue to check understanding.
4. **Say:** Class, say the poem with me. Clap with me too.
5. Read the poem and clap for each syllable. Pupils say the poem with you and clap along.

### Guided Practice (10 minutes)

1. Point to the first line. Point to the first two words and **say** them: Soup on ... Point to the word 'rice'. Don't say the word. Pupils say 'rice'.
2. Point to the second line. Point to the first word and **say:** Soup.... Point to the words 'on rice'. Don't say the words. Pupils say: 'on rice'.
3. Point to the third and fourth lines. Point to the words and **say:** Nothing else is quite as.... Point to the word 'nice'. Don't say the word. Pupils say 'nice'.
4. Explain that the word 'nice' has the same sound as 'rice'. These words rhyme. Explain that rhyming words are often seen in poems.
5. Point to the fifth line. Point to the word 'As' and **say:** 'As...' Point to the words 'soup on rice, soup on rice.' Don't say the words. Pupils say 'soup on rice, soup on rice.'
6. **Say:** Class, you say the poem.
7. Point to the words. Pupils say the poem. Help them with words if they can't remember them.

### Independent Practice (10 minutes)

1. Tell pupils to make pairs.
2. Tell pupils to say the poem together in pairs.
3. Ask them to do this very quietly. Make sure the pupils are doing the activity.
4. Have 2-3 pairs volunteer to say the poem in front of the whole class.

**Closing** (2 minutes)

1. **Say:** Very good. Now you know a poem.
2. **Say:** Do you like soup on rice? Raise your hands!
3. **Say:** Thank you, class.

[*POEM: SOUP ON RICE*] From RAISES, Class 1 Reader, page 4

Soup on rice,  
Soup on rice,  
Nothing else  
is quite as nice  
As soup on rice,  
Soup on rice.

<b>Lesson Title:</b> Invented Spelling	<b>Theme:</b> Storytelling and Phonemic Awareness Letter Review: Aa-Hh	
<b>Lesson Number:</b> L-01-064	<b>Class/Level:</b> 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use the sounds and letters they know to write words.		<b>Teaching Aids</b> None		<b>Preparation</b> None
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the word on the board.
2. Begin writing the letter 'd' on the board slowly.
3. **Ask:** What is the letter? Pupils say 'd'.
4. Tell pupils that today we are going to use letters to write words.

### Introduction to the New Material (10 minutes)

1. Point to the letter 'd' on the board. **Say:** This letter sounds like /d/ Dish. Dish.
2. **Ask:** Can you say another word with the letter 'd'?
3. Have 2-3 pupils volunteer to share more words (Example answers: dish, daddy, dog, drive).
4. Say the word loudly and clearly. Ask pupils to repeat it. Check everyone understands the word.
5. Begin writing the letter 'b' on the board slowly. **Ask:** What's the letter? Pupils say 'b'.
6. **Say:** This letter sounds like /b/ Bed. Bed.
7. **Ask:** Can you say another word with the letter 'b'? Have 2-3 pupils volunteer to share more words (Example answers: ball, baby, book, brother, banana).
8. Say the word loudly and clearly. Ask pupils to repeat it. Check everyone understands the word.
9. Repeat with these letters: g, a, e, f, c.  
Example answers:
  - g (goat, get, grass)
  - a (ant, auntie, axe)
  - e (egg, enter, exit)
  - f (fish, fry, father, fat, flower)
  - c (cup, cat, carry)

### Guided Practice (10 minutes)

1. Explain that each letter has a sound. When we listen to a word, we can guess what the letters are, and then we can write the word.
2. Tell pupils to listen to the first sound of a word.
3. **Say:** dish.
4. Ask pupils to say or point to the letter together. (Answer: d).
5. Write 'dish' on the board. As you write, make the sounds of the letters: d-i-sh.
6. Tell pupils to listen to the first sound of another word.
7. **Say:** Bed.

8. Ask pupils to say or point to the letter together. (Answer: b).
9. Write 'bed' on the board. As you write, make the sounds of the letters: b-e-d.
10. Repeat with words: get, ant, egg, fat, cup.

**Independent Practice** (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. Tell pupils that you will say a word. They must listen and write the first letter of the word.
3. Emphasize the 'f' sound when you **say**: fish.
4. Pupils write the letter 'f'. Confident pupils can write more of the word if they like.
5. Point to the letter 'f' on the board to give the answer.
6. Repeat with more words beginning with the letters 'a-h'.

**Closing** (2 minutes)

1. **Say**: Listen carefully. Good job. Good job. What does the word 'good' start with?
2. Pupils answer 'g' or point to the letter 'g' on the board.
3. **Say**: Well done. Thank you, class.

<b>Lesson Title:</b> Counting	<b>Theme:</b> Storytelling and Phonemic Awareness; Letter Review: Aa-Hh	
<b>Lesson Number:</b> L-01-065	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use words to count objects from 0-20.</p>		<p><b>Teaching Aids</b> Story <i>Marima's Numbers</i> (at the end of the lesson plan)</p>		<p><b>Preparation</b> 1. Draw a girl's face. 2. Write the numbers 1-20 on the board (numbers and <b>not</b> words: 1, 2, 3, 4, 5, etc). Make sure they are big and that everyone can see them.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. **Say:** Say the numbers together as I point to them.
3. Point to numbers 1-20 on the board. First, point to numbers slowly and in order. Then point to numbers in a different order. Then point to numbers quickly.
4. Tell pupils that today we are going to listen to a story about numbers.

### Introduction to the New Material (10 minutes)

1. Point to the picture of the girl's face.
2. **Say:** This is Marima. She is at home.
3. Ask pupils to say what 'home' means in their mother tongue to check understanding.
4. **Say:** Marima can see many things. Listen.
5. Read the story slowly and clearly. Each time you say a number in the story, point to the number on the board. Example: When you say 'one auntie', point to the number 1.
6. **Ask:** Can you remember the things that Marima can see? Raise your hands to answer!
7. Respond to pupils' answers, and count on your fingers. Example: Yes, that's right. She can see six bananas. One, two, three, four, five, six. Six bananas.
8. When pupils can remember no more, read the story again. Each time you say a number in the story, point to the number on the board.
9. Check pupils understand what these words mean: auntie, brother, cup, dish, grapefruit, banana, flower, cat, dog, goat, ant.
10. Read the story again if necessary.

### Guided Practice (10 minutes)

1. **Say:** Let us see again what happens in the story. I will read a sentence and you all must complete it.
2. Point to number 1 and **say:** Marima can see... Pupils say: 1 auntie.
3. Point to number 2 and **say:** She can see... Pupils say: 2 brothers.
4. Repeat with numbers 3-10.
5. **Say:** And she can see 20... Pupils say: twenty ants.

**Independent Practice** (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. Tell pupils to draw a picture of a house. Tell them to draw objects and animals around the house and to write the number of each object or animal.
3. Confident pupils can try writing the names of the objects.
4. Have 2 pupils volunteer to show their pictures to the class.
5. Talk about the picture. **Say:** That's a good picture. What can you see? How many (cats) can you see?

**Closing** (2 minutes)

1. **Ask:** What can you see?
2. Have pupils raise their hands to answer. (Example answers: 'I can see two windows'. 'I can see twelve tables'.)
3. **Say:** Well done. Thank you, class.

[*STORY: MARIMA'S NUMBERS*] by Kim Ashmore

This is Marima. She is at home.

She can see one auntie and two brothers.

There are three cups and four dishes.

She can see five grapefruit and six bananas.

There are seven flowers, eight cats, nine dogs and ten goats.

And she can see ants.

Eleven...twelve...thirteen...fourteen...fifteen...sixteen...seventeen...eighteen...nineteen...twenty ants!

<b>Lesson Title:</b> Letter Work: li	<b>Theme:</b> Comprehension and Rhymes; Letter Work: li	
<b>Lesson Number:</b> L-01-066	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to identify the letter 'li' on the alphabet strip, in this week's story and in their names.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Story <i>Ink at School</i> (at the end of the lesson plan).</li> <li>2. Alphabet strip (if you have one).</li> <li>3. Bag with a few things like book, pen etc.</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the story <i>Ink at School</i> on the board.</li> <li>2. Bring a bag to class. Put some things in the bag (e.g. a book, a pen).</li> </ol>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the word on the board.
2. Hold up a bag. **Ask:** What is in my bag?
3. Take things out the bag. Pupils say what the objects are.
4. **Say:** Let's put the things back in my bag.
5. Put the things in your bag. Explain the word 'in'.
6. Tell pupils that today we are going to say a story.

### Introduction to the New Material (10 minutes)

1. Read the story. Point to the words on the board. Read the story slowly and clearly. Read the words one by one. Explain in the local language if needed.
2. Point to the word 'school'. **Ask:** What is 'school'?
3. Pupils raise their hands. 1-2 answer.
4. Point to the word 'ink'. **Ask:** What is 'ink'?
5. Pupils raise their hands. 1-2 try and guess.
6. Do the action of ironing, or draw a picture of an iron on the board.
7. Point to the word 'coal'. **Ask:** What is 'coal'?
8. Pupils raise their hands. 1-2 try and guess.
9. Ask pupils to say what the lines mean to check understanding.
10. Read the story again. This time, clap for each syllable.
11. **Say:** Repeat and clap with me. Pupils say the story with you and clap for each syllable.
12. **Say:** Class, you say the story. Pupils say the story, and clap for each syllable. Point to the words on the board.

### Guided Practice (10 minutes)

1. Point to the letters 'li' on the alphabet strip or write the letters 'li' on the board.
2. Say the name of the letter clearly. Pupils repeat the letter 3 times.
3. Point to the story on the board. **Ask:** Can you see a word with the letter 'li'?
4. Have pupils volunteer to point to a word on the board which begins with the letter 'li'. Underline the word (e.g. ink).

5. Point to the 'li' words in a different order. Ask pupils to say the words. Listen to the pronunciation, and help if pupils have problems.
6. Explain that some names begin with the letter 'li' (e.g. Isaac). Ask pupils to raise their hands if their name begins with the letter 'li'. Ask them to say their names. If no pupil has a name which begins with the letter 'li', ask them if they know anyone with a name which begins with the letter 'li'.

**Independent Practice** (10 minutes)

1. Write uppercase 'l' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'l' in the air with your fingers.
3. Write lowercase 'i' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'i' in the air with your fingers.
5. Have pupils get into pairs.
6. Tell pupils to say the story together, and to clap for each syllable. Ask them to do this very quietly.
7. Make sure the pupils are doing the task. Help them with the words if they can't remember.
8. Have 2-3 pairs volunteer to say the story in front of the whole class.

**Closing** (2 minutes)

1. Show your bag. **Say:** What is in my bag? Can you remember?
2. Pupils raise their hands and say what is in the bag.
3. If they can't remember, take the objects out and show them.
4. **Say:** Well done. Thank you, class.

[*STORY: INK AT SCHOOL*] From RaISIS Teachers Guide Class 1 Page 57

Ink at school.

Iron at home.

Ink in my pen.

Coal in the iron.

<b>Lesson Title:</b> Letter Work: Jj	<b>Theme:</b> Comprehension and Rhymes; Letter Work: Jj	
<b>Lesson Number:</b> L-01-067	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the letter 'Jj' on the alphabet strip, in this week's poem and in their names.</p>	 <p><b>Teaching Aids</b> 1. Poem <i>Jump</i> (at the end of the lesson plan). 2. Alphabet strip (if you have one) 3. Sheets of paper with pupils' names.</p>	 <p><b>Preparation</b> 1. Write the poem <i>Jump</i> on the board. 2. Put the alphabet strip or write the alphabet on the board. 3. Take out the sheets of paper with pupil names.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the word on the board.
2. **Say:** Put your hands up. Do the action. Pupils put their hands up.
3. **Say:** Put your hands down. Do the action. Pupils put their hands down.
4. **Say:** Put your right hand up. Do the action. Pupils put their right hands up.
5. **Say:** Put your left hand up. Do the action. Pupils put their left hands up.
6. Repeat the instructions again but don't do the actions. Pupils listen and do the actions.
7. Tell pupils that today we are going to say a poem about jumping and learn the letter 'Jj'.

### Introduction to the New Material (10 minutes)

1. Show the alphabet strip/ alphabet on the board. **Say:** Look at this. What is this?
2. Some pupils might remember. If not, **Say:** alphabet.
3. Point to the letter 'Jj'.
4. **Say:** This is 'j'.
5. Point to uppercase 'J'. **Say:** 'This is uppercase 'J'! This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'j'. **Say:** 'This is lowercase 'j'! This is used at all other times.
7. Say the name of the letter, 'j' and then the sound of the letter /j/.
8. Repeat after me. **Say:** J-/j/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a poem.
10. Point to the poem.
11. Read the poem. Point to each word as you read it.
12. Explain the meaning of the poem in the local language, if needed.
13. Read it again.

### Guided Practice (10 minutes)

1. **Say:** Can you see the uppercase letter 'J' or lowercase letter 'j' in the story?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'J'. Pupils raise their hands.
4. Have 6-8 volunteers to come to the board.

5. Give them a piece of chalk and ask them to circle the letter 'J' in one word in the story.
6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter. They can also help the person on the board.

### **Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'j'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'J' three times. Explain how they should make the shapes to draw uppercase 'J'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'j' three times. Explain how they should make the shapes to draw lowercase 'j'.
7. Have pupils copy you 3 times and say the letter out loud.
8. **Say:** Turn to your partner and say 2 words that begin with the /j/ sound. You can use words from the story or think of your own words. (Example answers: jump, jug, Juba)
9. Distribute the paper with pupil names to them. Give them 1 minute to look at it and stand up if their name has the letter 'j' in it.
10. Check if pupils are recognising the letter correctly and standing.

### **Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Jj' on the board.
4. **Say:** This is letter 'Jj'. Repeat after me. J-/j/.
5. Pupils say the name and the sound.
6. Tell pupils to bring their exercise books tomorrow.
7. Collect the sheets of paper with pupils' names and store them safely to use for future lessons.

[*POEM: JUMP*] From RaSIS Class 1 reader page 6

Jump, jump, jump.

Jumping all around.

Jump, jump, jump.

Jump and touch the ground.

Jump, jump, jump.

Jumping up and down.

Jump, jump, jump.

Jumping into town.

<b>Lesson Title:</b> Making a Story from Pictures	<b>Theme:</b> Comprehension and Rhymes Letter Work: Ii and Jj	
<b>Lesson Number:</b> L-01-068	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to illustrate a 'Jj' story with pictures.</p>		<p><b>Teaching Aids</b> 1. Story <i>This is Isaac</i> (at the end of the lesson plan) 2. Dish, jar, and jug (if possible)</p>		<p><b>Preparation</b> 1. Draw a boy's face on the board. 2. Bring a dish, jar, and jug into class. Or draw the objects on the board.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. **Say:** Put your hands up. Pupils put their hands up.
3. **Say:** Put your hands down. Pupils put their hands down.
4. **Say:** Put your right hand up. Pupils put their right hands up.
5. **Say:** Put your left hand up. Pupils put their left hands up.
6. Tell pupils that today we are going to listen to a story about a boy called Isaac.

### Introduction to the New Material (10 minutes)

1. Point to the picture of the boy's face. **Say:** This is Isaac. He is hungry. Do an action for the word 'hungry'.
2. Show or point to the dish. **Say:** He sees a dish.
3. **Ask:** What is in the dish? Can you guess? Have pupils raise their hands to guess.
4. **Say:** It's soup on rice. Yum!
5. Show or point to the jar. **Say:** He sees a jar. **Ask:** What is in the jar?
6. **Ask:** Can you guess? Have pupils raise their hands to guess.
7. **Say:** It's jam. Yum!
8. Use the local language to explain as needed. Yum means it tastes delicious.
9. Show or point to the jug. **Say:** He sees a jug. What is in the jug? Is it juice?
10. **Say:** Raise your left hand if you think it is juice. Raise your right hand if you think it's something else.
11. **Say:** Oh no. It isn't juice. It's a bug. Yuck!
12. Use the local language to explain as needed. Yuck means it does not taste delicious.
13. Read the story again and have pupils repeat each line.

### Guided Practice (10 minutes)

1. **Ask:** Can you remember the story?
2. Show or point to the dish. **Say:** He sees a dish. **Ask:** What's in the dish?
3. Have pupils raise their hands to answer. (Answer: soup on rice)
4. Draw soup on rice on the board.
5. **Ask:** What is soup on rice?
6. Have pupils raise their hands to say what 'soup on rice' is.
7. Show or point to the jar. **Say:** He sees a jar. **Ask:** What is in the jar?

8. Have pupils raise their hands to answer. (Answer: jam)
9. **Ask:** What is jam? Have pupils raise their hands to say what 'jam' is.
10. Show or point to the jug. **Say:** He sees a jug. **Ask:** What is in the jug?
11. Have pupils raise their hands to answer. (Answer: a bug)
12. Draw a bug on the board. **Ask:** What is a bug?
13. Have pupils raise their hands to say what 'a bug' is.
14. Read the story again. Point to the pictures/objects. Pupils join in.

#### **Independent Practice** (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. Tell pupils to draw a picture or pictures from the story. Confident pupils can try writing the names of the objects.
3. Have 1-2 pupils volunteer to share their drawings and talk about them.
4. Talk about the picture. **Say:** That's a good picture. **Ask:** What is in the dish / jar / jug?

#### **Closing** (2 minutes)

1. Show the dish / jar / jug or point to pictures. Tell pupils to say the words in English.
2. **Say:** Well done. Thank you, class.

[*STORY: THIS IS ISAAC*] by Kim Ashmore

This is Isaac. He is hungry.

He sees a dish.

What is in the dish?

It's soup on rice. Yum!

He sees a jar.

What is in the jar?

It's jam. Yum!

He sees a jug.

What is in the jug? Is it juice?

Oh no! It isn't juice. It's a bug. Yuck!

<b>Lesson Title:</b> Jj Words	<b>Theme:</b> Comprehension and Rhymes; Letter Work: li and Jj	
<b>Lesson Number:</b> L-01-69	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw words beginning with 'Jj'.</p>	 <p><b>Teaching Aids</b> 1. Alphabet strip (if you have one)  2. Pictures of simple words beginning with 'Jj' - jump, jar, jug, juice  3. An exercise book (for the teacher)</p>	 <p><b>Preparation</b> 1. Draw simple pictures of words beginning with 'Jj' - jump, jar, jug, juice - on the board.  2. Get an exercise book.  3. Put up the alphabet strip or write the alphabet on the board.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the word on the board.
2. Write uppercase 'J' on the left hand side of the board, and lowercase 'j' on the right hand side of the board.
3. Say the letter. Pupils repeat 3 times.
4. Tell pupils that today we are learning words beginning with the letter 'Jj'.

### Introduction to the New Material (10 minutes)

1. Point to the uppercase 'J' on the board. Explain that uppercase 'J' is used at the beginning of the names of people or places.
2. Write the name 'John' next to uppercase 'J'. Say the name and point to the letter 'J' in the word.
3. **Ask:** Can you say more names with this letter? Raise your hands!
4. Choose some pupils to give answers and write one suggestion on the board (Example answer: Jeneba)
5. Say the name and point to the letter 'J' in the word.
6. Point to the lowercase 'j' on the board. Write these words next to the letter: jump, jar, jug, juice.
7. Say the words and point to the letter 'j' in the words. Explain in the local language if needed.
8. **Ask:** Can you say more words with this letter? Raise your hands!
9. Choose some pupils to give answers and write two suggestions on the board (Example answers: jam, jeep).
10. Say the words and point to the letter 'j' in the words.
11. Point to the word 'jump' and point to the picture of 'jump'.
12. **Say:** Jump. Pupils repeat.
13. Repeat this process for all the words - jar, jug, juice.

### Guided Practice (10 minutes)

1. Point to the lowercase 'j' in any word on the board.
2. **Say:** Listen and repeat. Jump.
3. Pupils repeat the word once quietly, and once loudly.

4. Have a pupil volunteer to match the word to the correct picture on the board.
5. Repeat this process for all of the words - jar, jug, juice.

**Independent Practice** (10 minutes)

1. Write uppercase 'J' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'J' in the air with your fingers.
3. Write lowercase 'j' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'j' in the air with your fingers.
5. Have pupils model and repeat 2-3 times.
6. Hold up your exercise book. Open the exercise book. Point to the top of a page.
7. **Say:** Write letter 'J' at the top of the page.
8. Give pupils time to write 'J' on the top of the page.
9. Ask them to hold up their exercise books for you to check.
10. **Say:** Draw 3 things that begin with the letter 'J'. Show the picture or point to the pictures on the board as examples.
11. If possible, walk around the room and check that pupils are drawing pictures. Ask pupils what they are drawing, praise pupils.
12. Tell pupils to show their pictures to the pupils around them. They can ask each other: What is this? What is that?

**Closing** (2 minutes)

1. **Say:** Your pictures and writing are very good.
2. Tell pupils to keep the pictures to remember the words.
3. **Say:** Well done. Thank you, class.

<b>Lesson Title:</b> Answer Questions about a Familiar Story	<b>Theme:</b> Comprehension and Rhymes; Letter Work: li and Jj	
<b>Lesson Number:</b> L-01-070	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to respond to questions about a story they know.</p>		<p><b>Teaching Aids</b></p> <p>1. Story <i>This is Isaac</i> (at the end of the lesson plan)</p> <p>2. Dish, jar and jug (if possible)</p>		<p><b>Preparation</b></p> <p>1. Draw a boy's face on the board.</p> <p>2. If you can, bring a dish, jar and jug to the class (or you can draw pictures on the board).</p>
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### Opening (2 minutes)

1. Greet the class. **Say:** Today is...? Write the word on the board.
2. Write the letter 'Jj' on the board.
3. Tell pupils you will say a word. If the word begins with the letter 'Jj' they must clap.
4. **Say:** Jug. Pupils clap.
5. **Say:** Dish. Pupils don't clap.
6. Repeat with these words: jar, rice, soup, jam, bug, juice.
7. Tell pupils that today we are going to listen again to a story.

### Introduction to the New Material (10 minutes)

1. Point to the picture of the boy's face.
2. **Ask:** Who is this? If pupils can't remember, **say:** Is he Isaac or John? (Answer: Isaac)
3. **Ask:** Can you remember the story?
4. Ask questions to help pupils remember the story. Do actions, or show or draw objects to help pupils remember. Have pupils raise hands to answer.  
Examples:
  - How does Isaac feel? (Answer: hungry)
  - What does he see? (Answer: dish, jar, jug)
  - What is in the dish / jar / jug? Is it a fish? Is it juice? (Answer: soup on rice, jam, a bug)
5. Read the story. Do actions, and show/point to objects as you tell the story.

### Guided Practice (10 minutes)

1. Show or point to an empty dish. **Ask:** What would you like to find in an empty dish?
2. Have pupils raise hands to answer. Take 2-3 answers. They can answer in their local language and help them say it in English.
3. Repeat with the jar and the jug.

### Independent Practice (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. Tell pupils to draw a dish, a jar and a jug. Tell them to draw what they would like to find in each one.

3. Tell pupils to write words next to the pictures. They can think of the sounds of the words and invent the spellings.
4. Have 1-2 pupils volunteer to show the class their pictures.
5. Talk about the pictures. **Ask:** What is in your dish / jar / jug?

**Closing** (2 minutes)

1. Have 2-3 pupils volunteer to share what they drew in their dish, jar and jug.
2. **Say:** Well done. Thank you, class.

[*STORY: THIS IS ISAAC*] by Kim Ashmore

This is Isaac. He's hungry.

He sees a dish.

What is in the dish?

It's soup on rice. Yum!

He sees a jar.

What is in the jar?

It's jam. Yum!

He sees a jug.

What is in the jug? Is it juice?

Oh no! It isn't juice. It's a bug. Yuck!

<b>Lesson Title:</b> Rhyming Patterns	<b>Theme:</b> Combining Letter Sounds Letter Work: Kk	
<b>Lesson Number:</b> L-01-071	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to draw and label rhyming words.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>Poem <i>What is in the Dish?</i> (at the end of the lesson plan)</li> <li>A bag with any 5 things from the classroom or environment.</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Before the start of the lesson, write the poem '<i>What is in the Dish?</i>' with gaps on the board (as shown below).</li> <li>Put five things in a bag (e.g. a banana, a cup, a leaf, a stone, a picture). Bring the bag to class.</li> </ol>
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### Opening (3 minutes)

- Greet the class. **Say:** Today is...? Write the name of the day on the board.
- Hold up the bag. **Ask:** What's in my bag? Can you guess?
- Pupils guess what's in the bag.
- If they can't guess, give the bag to some pupils to feel the objects inside. Or give clues to help.  
Example: It's a fruit. It's yellow. It's a b....
- Tell pupils that today we are going to say a poem with rhyming words.

### Introduction to the New Material (10 minutes)

- Read the first two lines of the poem. Read slowly and clearly. Point to the words as you read.
- Ask:** What is in the dish? Look! Five fat \_\_\_\_.
- Guide pupils to say the word that goes in the gap. (Answer: fish)
- Repeat with the next two lines of the poem. (Answer: car)
- Repeat with the next two lines of the poem. (Answer: bug)
- Repeat with the last two lines of the poem. (Answer: cat).
- Check pupils understand the poem. If they don't, draw pictures or explain in the local language.
- Explain the difference between 'in' and 'on'.
- Read the poem again. Pupils join in.

### Guided Practice (10 minutes)

- Point to the word 'dish'. Point to the letters and say the sounds: d-i-sh. First say it slowly, then say 'dish'.
- Point to the first gap: Five fat \_\_\_\_.
- Ask:** What is the word? Pupils say together: 'fish'.
- Ask:** What is the letter?
- Guide pupils to say the first letter, or make the sound of the letter 'f'.
- Write 'fish' in the gap.
- Point to the letters and say the sounds: f-i-sh. First say it slowly, then say 'fish'.
- Explain that 'fish' and 'dish' have different sounds at the beginning of the words, but the rest of the word sounds the same. They are rhyming words.
- Repeat for the other rhyming words in the poem: jar / car, jug / bug, mat / cat.

10. Explain that poems often have rhyming words. In this poem, each pair of lines has a different rhyme.
11. **Say:** Now you say the poem, please.
12. Pupils say the poem. Point to the words on the board.

**Independent Practice** (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. Tell pupils to draw two rhyming words from the poem (e.g. jug / bug). Tell them to write the words next to the pictures. They can find the words in the poem and copy them, or they can invent spellings.
3. Confident pupils can draw more rhyming words.
4. Have a few pupils volunteer to share their pictures and writing.
5. Talk about their work. **Say:** Your pictures are very good. Yuck! Look at that bug! This is very good writing.

**Closing** (2 minutes)

1. **Say:** You know rhyming words in English. I will say a word and you all have to tell me the rhyming word.
2. **Say:** Dish. (Answer: fish)
3. Repeat with these words: jar (Answer: car), jug (Answer: bug), mat (Answer: cat)
4. **Say:** Well done. Thank you, class.

[*POEM: WHAT IS IN THE DISH?*] by Kim Ashmore

What is in the dish?  
Look! Five fat \_\_\_\_.  
What is in the jar?  
Look! It's my toy \_\_\_\_.  
What is in the jug?  
Yuck! It's a \_\_\_\_.  
What is on the mat?  
My small, sweet \_\_\_\_.

<b>Lesson Title:</b> Letter Work: Kk	<b>Theme:</b> Combining Letter Sounds Letter Work: Kk	
<b>Lesson Number:</b> L-01-072	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the letter 'Kk' on the alphabet strip, in this week's poem and in their names.</p>	 <p><b>Teaching Aids</b> 1. Poem: <i>Keep the Key</i> (at the end of the lesson plan). 2. Alphabet strip (if you have one). 3. Sheets of paper with pupils' names.</p>	 <p><b>Preparation</b> 1. Before the start of the class write the poem '<i>Keep the Key,</i>' on the board. 2. Bring a key to class or draw a picture of a key on the board. 3. Take out the sheets of paper with pupil names.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the word on the board.
2. Show or point to the picture of a key. **Say:** This is a key. Repeat after me. Key. Key. Key.
3. Pupils repeat 3 times.
4. Ask pupils questions about keys: What do keys do? Why do people need keys? Why do we need to keep keys safe?
5. Tell pupils that today we are going to say a poem about a key and learn about the letter 'Kk'.

### Introduction to the New Material (10 minutes)

1. Show the alphabet strip/ alphabet on the board. **Say:** Look at this. What is this?
2. Some pupils might remember. If not, **Say:** alphabet.
3. Point to the letter 'Kk'.
4. **Say:** This is 'k'.
5. Point to uppercase 'K'. **Say:** 'This is uppercase 'K'! This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'k'. **Say:** 'This is lowercase 'k'! This is used at all other times.
7. Say the name of the letter, 'k' and then the sound of the letter /k/.
8. Repeat after me. **Say:** K-/k/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a poem.
10. Point to the poem.
11. Read the poem. Point to each word as you read it.
12. Explain the meaning of the poem in the local language, if needed.
13. Read it again.

### Guided Practice (10 minutes)

1. **Say:** Can you see the uppercase letter 'K' or lowercase letter 'k' in the poem?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'k'. Pupils raise their hands.
4. Have 6-8 volunteers to come to the board.
5. Give them a piece of chalk and ask them to circle the letter 'K' in one word in the poem.

6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter. They can also help the person on the board.

**Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'k'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'K' three times. Explain how they should make the shapes to draw uppercase 'K'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'k' three times. Explain how they should make the shapes to draw lowercase 'k'.
7. Have pupils copy you 3 times and say the letter out loud.
8. **Say:** Turn to your partner and say 2 words that begin with the /k/ sound. You can use words from the poem or think of your own words. (Example answers: kite, key, keep)
9. Distribute the paper with pupil names to them. Give them 1 minute to look at it and stand up if their name has the letter 'k' in it.
10. Check if pupils are recognising the letter correctly and standing.

**Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Kk' on the board.
4. **Say:** This is letter 'Kk'. Repeat after me. K-/k/.
5. Pupils say the name and the sound.
6. Tell pupils to bring their exercise books tomorrow.
7. Collect the sheets of paper with pupils' names and store them safely to use for future lessons.

[POEM: *KEEP THE KEY*] From: RaISIS Education Project, Class 1 Teacher's Guide, Pages 57-58

Keep the key.  
Kindly keep the key.  
Keep the key safe.

<b>Lesson Title:</b> Making a Story from Pictures	<b>Theme:</b> Combining Letter Sounds Letter Work: Kk	
<b>Lesson Number:</b> L-01-073	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to combine letter sounds to make and read words.		<b>Teaching Aids</b> Poem <i>Football</i> (at the end of the lesson plan).		<b>Preparation</b> Write the poem <i>Football</i> on the board.
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day word on the board.
2. Begin drawing a picture of a 'foot' on the board. **Ask:** What is this? Pupils say 'foot'.
3. Begin drawing a picture of a 'ball' on the board. **Ask:** What is this? Pupils say 'ball'.
4. **Say:** Football. Ask pupils questions about football.

Examples:

- Do you know any famous football players?
  - Who are your favourite teams?
  - Have you ever watched a football match?
5. Tell pupils that today we are going to say a poem about football.

### Introduction to the New Material (10 minutes)

1. Read the poem. Point to the words on the board. Read the poem slowly and clearly. Read the words one by one. Explain in the local language if needed.
2. Read the poem again. Do some actions:
  - Come and play [point to yourself]
  - Every day [hold up your fingers]
  - Rolling by [roll your hands around each other]
  - In the sky [point to the sky]
  - In the net [kick a ball]
  - GOAL! [Wave your hands in the air]
3. Ask pupils to say what the lines mean to check understanding.
4. Read the poem again, and do the actions. Pupils say the poem with you, and pupils do the actions.

### Guided Practice (10 minutes)

1. Clean the board. Write 'foot' on the board.
2. Point to the first letter of the word: 'f'.
3. **Ask:** What is this letter? Pupils say together: 'f'.
4. **Ask:** What is this word? Move your finger under the letters slowly, and say the sounds of the letters.
5. Guide pupils to say 'foot'.
6. Explain that each letter has a sound. When we read, we put the sounds together to make words.
7. Write 'ball' on the board.

8. Point to the first letter of the word: 'b'.
9. **Ask:** What is this letter? Pupils say together: 'b'.
10. **Ask:** What is this word? Move your finger under the letters slowly, and say the sounds of the letters.
11. Guide pupils to say 'ball'.
12. Repeat with these words: come, day, by, goal.

**Independent Practice** (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. Tell pupils to draw a picture of themselves playing football. Confident pupils can write the first verse of the poem next to the picture.
3. Have 1 girl and 1 boy volunteer to show you their picture and writing.
4. Talk to them about their work. **Say:** That's a good picture. Do you like football?

**Closing** (2 minutes)

1. **Say:** Let's kick the ball. Do the action of kicking a ball. **Say:** 'Goal'! Do the action.
2. **Say:** Girls, repeat. Girls say: 'Goal'. **Say:** Boys, repeat. Boys say: 'Goal'.
3. **Say:** That was fun. Thank you, class. Goodbye. Pupils say: Goodbye.

[*POEM: FOOTBALL!*] From RAISIS Education Project, Class 1 reader, Page 7

Football,  
Football,  
Come and play.  
Football,  
Football,  
Every day.  
Football,  
Football,  
Rolling by.  
Football,  
Football,  
In the sky.  
Football,  
Football,  
In the net.  
GOAL!

<b>Lesson Title:</b> Kk Words	<b>Theme:</b> Combining Letter Sounds Letter Work: Kk	
<b>Lesson Number:</b> L-01-74	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw words beginning with 'Kk'.</p>	 <p><b>Teaching Aids</b> 1. Alphabet strip (if you have one)  2. Pictures of simple words beginning with Kk- key, kite, kick, king  3. An exercise book (for the teacher)</p>	 <p><b>Preparation</b> 1. Draw simple pictures of words beginning with 'Kk' - key, kite, kick, king on the board.  2. Get an exercise book.  3. Put up the alphabet strip or write the alphabet on the board.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. Write uppercase 'K' on the left hand side of the board, and lowercase 'k' on the right hand side of the board.
3. Say the letter and the sound. Pupils repeat 3 times.
4. Tell pupils that today we are learning words beginning with the letter 'Kk'.

### Introduction to the New Material (10 minutes)

1. Write uppercase 'K' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'K' in the air with your fingers.
3. Write lowercase 'k' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'k' in the air with your fingers.
5. **Ask:** Can you say more names beginning with this letter? Raise your hands!
6. Choose some pupils to give answers and write one suggestion on the board (Example answer: Khadi).
7. Say the name and point to the letter 'K' in the word.
8. Point to the lowercase 'k' on the board. Write these words next to the letter: key, kite, kick, king.
9. Say the words and point to the letter 'k' in the words. Explain in the local language if needed.
10. **Ask:** Can you say more words beginning with this letter? Write two suggestions on the board (e.g. keep, kindly).
11. Say the words and point to the letter 'k' in the words.
12. Point to the word 'key' and point to the picture of the key.
13. **Say:** Key. Pupils repeat.
14. Repeat this process for all the words - key, kite, kick, king.

### Guided Practice (8 minutes)

1. Point to the lowercase 'k' in any word on the board.
2. **Say:** Listen and repeat. Key.
3. Pupils repeat the word once quietly, and once loudly.

4. Have a pupil volunteer to match the word to the correct picture on the board.
5. Repeat this process for all of the words - key, kite, kick, king.

**Independent Practice** (12 minutes)

1. Write uppercase 'K' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'K' in the air with your fingers.
3. Write lowercase 'k' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'k' in the air with your fingers.
5. Have pupils model and repeat 2-3 times.
6. Hold up your exercise book. Open the exercise book. Point to the top of a page.
7. **Say:** Write letter 'K' at the top of the page.
8. Give pupils time to write 'K' on the top of the page.
9. Ask them to hold up their exercise books for you to check.
10. **Say:** Draw 3 things that begin with the letter 'K'. Show the picture or point to the pictures on the board as examples.
11. If possible, walk around the room and check that pupils are drawing pictures. Ask pupils what they are drawing, praise pupils.
12. Tell pupils to show their pictures to the pupils around them. They can ask each other: What is this? What is that?

**Closing** (2 minutes)

1. **Say:** Your pictures and writing are very good.
2. Tell pupils to keep the pictures to remember the words.
3. **Say:** Well done. Thank you, class.

<b>Lesson Title:</b> Handling a Book	<b>Theme:</b> Combining Letter Sounds Letter Work: Kk	
<b>Lesson Number:</b> L-01-075	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to handle a book properly and 'read' it from beginning to end.</p>	 <p><b>Teaching Aids</b> Children's books (if possible)</p>	 <p><b>Preparation</b> 1. If you don't have a book, make a book with a front cover with title and writer's name, some pages with pictures, text and page numbers, and a back cover.  2. Bring a snack to class (if you can).</p>
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Note: If you have children's books or readers, keep them together in one place (for example, on a shelf, in a box or cupboard, on a 'book table'.)

### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. Tell pupils a story. Say you gave a book to a friend. Your friend read the book, but then left the book outside. It rained and the book was wet.
3. Ask pupils how they think you felt. (Answer: sad).
4. Tell pupils that today they are going to learn about taking care of books.

### Introduction to the New Material (10 minutes)

1. Hold up your hands. **Say:** Look at my hands! Are they clean or dirty? (Answer: clean)
2. **Say:** You must have clean hands before you touch a book.
3. Hold up a book and open it. Turn to the first page. Show your snack (if you can).
4. **Say:** I'm hungry, but I can't eat. You must not eat or drink when you are reading a book.
5. Turn a few pages slowly at the top. Show two pages. Pick up a pencil.
6. **Say:** You must not draw pictures or write words on the book.
7. **Say:** I'm tired. No more reading!
8. Put a piece of paper between the pages of the book.
9. **Say:** Now I can remember the page.
10. Explain that pupils must use a piece of paper to mark the pages in a book. They must not use a pencil or any other object.
11. Put the book on a table. **Say:** The book is on the table.
12. Point to the ground. **Say:** Don't put books on the ground. You must put books on a clean table or desk. You must not put books on the muddy or wet ground.
13. Pick up the book. Turn more pages slowly at the top. **Say:** Turn the pages slowly.
14. Explain that pupils must turn the pages slowly, at the top.
15. Turn to the last page of the book. **Say:** I've finished.
16. Put the book on a shelf or in a box / cupboard or on a 'book table'. **Say:** Keep books safe! When you finish a book, you must put it in a safe, dry place.

### Guided Practice (10 minutes)

1. Look at your hands. **Say:** Oh no! My hands are dirty.
2. **Ask:** Can I touch the book? Guide pupils to say 'Oh no!'
3. Do the action of washing your hands. **Say:** Now my hands are clean.
4. **Ask:** Can I touch the book? Guide pupils to say 'Yes you can'.
5. Pick up the book.
6. Hold up the book and your snack and **say:** I'm hungry.
7. **Ask:** Can I eat my snack? Pupils say 'Oh no!'
8. Hold up a pencil.
9. **Ask:** Can I draw a picture in the book? Pupils say 'Oh no!'
10. Put the pencil between two pages to mark them.
11. **Ask:** Can I put a pencil in the book? Pupils say 'Oh no!'
12. Put a piece of paper between the pages to mark them.
13. **Ask:** Can I put paper in the book? Pupils say 'Yes you can.'
14. Put the paper between the pages of the book.
15. **Ask:** I'm tired. Can I put my book on the ground? Pupils say 'Oh no!'
16. **Ask:** Can I put my book on the table? Pupils say 'Yes, you can.'
17. Put the book on the table.
18. Pick up the book. Turn the pages slowly.
19. **Ask:** I'm turning the pages slowly. Is that OK? Pupils say 'Yes, it is'
20. Turn to the last page of the book. **Say:** I've finished.
21. **Ask:** Can I put the book (on the shelf / in the box / on the 'book table')?
22. Pupils say 'Yes, of course.' Put the book away.
23. **Say:** Keep books safe!

### Independent Practice (10 minutes)

1. Tell pupils to make pairs. Give them one minute to make groups.
2. **If you have children's books**, give each group a book. Tell them to check their hands are clean before touching the book. Tell them to turn the pages slowly, at the top. Make sure pupils don't have food or drink near the books, and make sure that pupils don't put the books on the ground. When pupils have finished, tell them to put the book away.
3. **If you don't have children's books**, tell pupils to draw a picture of one of the rules for taking care of books. Pupils can write 'Keep books safe' next to the picture.
4. You can make some examples on the board:
  - Dirty hands with a cross through the picture.
  - Food and drink next to a book with a cross through the picture.
  - A paper bookmark in the pages of a closed book.
  - A wet, dirty book in a puddle with a cross through the picture.

### Closing (2 minutes)

1. Have pupils volunteer to talk about the books they looked at or show the pictures they drew.
2. **Say:** Well done. Thank you, class.

<b>Lesson Title:</b> Ending Sentences with a Full Stop	<b>Theme:</b> Stories, Letters and Numbers; Letter Work: LI	
<b>Lesson Number:</b> L-01-076	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use a full stop at the end of a sentence or a new idea.		<b>Teaching Aids</b> <i>Poem Count and Eat</i> (at the end of the lesson plan)		<b>Preparation</b> Write the poem on the board.
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the word on the board.
2. Clap three times. **Ask:** How many times did I clap? Pupils say together: three times.
3. Clap six times. **Ask:** How many times did I clap? Pupils say together: six times.
4. Repeat, clapping between 1-10 times. Don't clap more than 10 times.
5. Tell pupils that today we are going to say a poem about numbers.

### Introduction to the New Material (10 minutes)

1. Read the poem. Read slowly and clearly. Point to the words as you read.
2. Explain the words in the poem in the local language and English. Use actions (e.g. love, eat), draw pictures (e.g. plate), or explain the meaning of the words (for example, saucy mix, again).
3. Ask pupils to say what the lines mean to check understanding.
4. Explain that each pair of lines has rhyming words.
5. Point to the rhyming words. **Say:** two / foo, four / more, six / mix, eight / plate, ten / again.
6. Read the poem again. Guide pupils to join in.
7. Point to the uppercase letters at the beginning of each line. Explain that people use uppercase letters when they write the first letter of a line in poem or story.
8. Point to the full stops of the end of each verse. Explain that people use full stops at the end of sentences, or ideas.

### Guided Practice (10 minutes)

1. Clean the board. **Say:** I love rice. Write 'I love rice.' on the board. Use an uppercase letter for the word 'I'. Put a full stop at the end of the sentence.
2. Show pupils how to make a full stop.
3. **Say:** I love juice. Write 'I love juice.' on the board. Use an uppercase letter for the word 'I'. Put a full stop at the end of the sentence.
4. **Ask:** What do you love to eat? Pupils raise hands.
5. Call on 1 girl to answer. Guide her to answer (Example answer: I love bananas.)
6. Write the sentence on the board (with an uppercase letter 'I' and a full stop).
7. Call on 1 boy to answer. Guide him to answer (e.g. I love fish.)
8. Write the sentence on the board (with an uppercase 'I' and a full stop).
9. Repeat step 6 with 2 more girls / boys.

**Independent Practice** (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. Tell pupils to write sentences of the things that they love to eat. They can copy the words from the board, or they can invent spellings.
3. Tell pupils to put a full stop at the end of their sentences.
4. Have 1-2 pupils volunteer to show you their sentences.
5. **Say:** Your writing is very good.

**Closing** (2 minutes)

1. Have some pupils raise their hands and say what they love to eat. (Example answer: I love jam).
2. **Say:** Well done. Thank you, class.

[*POEM: COUNT AND EAT*] From RaISIS Education Project, Class 1 reader, page 8

One, two,  
I love foo foo.  
Three, four,  
I want more.  
Five, six,  
saucy mix.  
Seven, eight,  
on my plate.  
Nine, ten,  
eat again!

<b>Lesson Title:</b> Letter Work: Ll	<b>Theme:</b> Stories, Letters and Numbers; Letter Work: Ll	
<b>Lesson Number:</b> L-01-077	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the letter 'Ll' on the alphabet strip, in this week's poem and in their names.</p>	 <p><b>Teaching Aids</b> 1. Poem <i>Light the lamp</i> (at the end of the lesson plan). 2. Alphabet strip (if you have one) 3. Sheets of paper with pupils' names</p>	 <p><b>Preparation</b> 1. Write the poem <i>Light the lamp</i> on the board. 2. Prepare the alphabet strip/write the alphabet on the board. 3. Take out the sheets of paper with pupil names.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. Tell pupils that you will say some things that you like. If they like the things too, they wave their hands in the air. If they don't like the things, they put their hands on their heads.
3. **Say:** I like soup on rice. Pupils wave their hands in the air, or put their hands on their heads.
4. Repeat with more words: bananas, football, cats, bugs, lizards.
5. Tell pupils that today we are going to say a poem about a lizard and learn about the letter 'Ll'.

### Introduction to the New Material (10 minutes)

1. Show the alphabet strip/ alphabet on the board. **Say:** Look at this. What is this?
2. Some pupils might remember. If not, **Say:** alphabet.
3. Point to the letter 'Ll'.
4. **Say:** This is 'l'.
5. Point to uppercase 'L'. **Say:** 'This is uppercase 'L'! This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'l'. **Say:** 'This is lowercase 'l'! This is used at all other times.
7. Say the name of the letter, 'l' and then the sound of the letter /l/.
8. Repeat after me. **Say:** L-/l/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a poem.
10. Point to the poem.
11. Read the poem. Point to each word as you read it.
12. Explain the meaning of the poem in the local language, if needed.
13. Read it again.

### Guided Practice (10 minutes)

1. **Say:** Can you see the uppercase letter 'L' or lowercase letter 'l' in the poem?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'L'. Pupils raise their hands.
4. Have 6-8 volunteers to come to the board.
5. Give them a piece of chalk and ask them to circle the letter 'L' in one word in the poem.

6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter. They can also help the person on the board.

**Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'l'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'L' three times. Explain how they should make the shapes to draw uppercase 'L'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'l' three times. Explain how they should make the shapes to draw lowercase 'l'.
7. Have pupils copy you 3 times and say the letter out loud.
8. **Say:** Turn to your partner and say 2 words that begin with the /l/ sound. You can use words from the poem or think of your own words. (Example answers: lamp, light)
9. Distribute the paper with pupil names to them. Give them 1 minute to look at it and stand up if their name has the letter 'l' in it.
10. Check if pupils are recognising the letter correctly and standing.

**Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Ll' on the board.
4. **Say:** This is letter 'Ll'. Repeat after me. L-/l/.
5. Pupils say the name and the sound.
6. Tell pupils to bring their exercise books tomorrow.
7. Collect the sheets of paper with pupils' names and store them safely to use for future lessons.

[*POEM: LIGHT THE LAMP*] From RaISIS Education Project, Class 1 Teacher's Guide, Pages 57-58

Light the lamp.  
The little lizard runs.  
I like the little lizard.

<b>Lesson Title:</b> Counting	<b>Theme:</b> Stories, Letters and Numbers Letter Work: LI	
<b>Lesson Number:</b> L-01-078	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to count 0-30 using words.		<b>Teaching Aids</b> 1. Poem <i>Little Lizards</i> (at the end of the lesson plan).  2. Alphabet strip (if you have one).		<b>Preparation</b> 1. Write the poem on the board.  2. Put up alphabet strip or write the alphabet on the board.
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Note: You can do this lesson outside if it is possible.

### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? If you are in the classroom, write the word on the board.
2. Ask pupils questions about lizards and have them raise their hands to answer:  
Examples
  - Do you like lizards?
  - What do lizards look like?
  - What colour are they?
  - Are they big or little?
3. Tell pupils to stand up. Tell them to move like lizards.
4. **Say:** Lizards, sit down, please.
5. Tell pupils that today we are going to say a poem about lots of lizards.

### Introduction to the New Material (10 minutes)

1. Ask three pupils (boys and girls) to volunteer to come to the front, and to stand in a line facing the class.
2. Explain that these pupils have little lizards in their hands.
3. Tell the first pupil to hold his/her hand high. Count the fingers.  
**Say:** 1, 2, 3, 4, 5 little lizards.
4. Tell the first pupil to hold his/her other hand high. Count the fingers.  
**Say:** 6, 7, 8, 9, 10 little lizards.
5. Tell the second pupil to hold his/her hand high. Count the fingers.  
**Say:** 11, 12, 13, 14, 15 little lizards.
6. Tell the second pupil to hold his/her other hand high. Count the fingers.  
**Say:** 16, 17, 18, 19, 20 little lizards.
7. Tell the third pupil to hold his/her hand high. Count the fingers.  
**Say:** 21, 22, 23, 24, 25 little lizards.
8. Tell the third pupil to hold his/her other hand high. Count the fingers.  
**Say:** 26, 27, 28, 29, 30 little lizards.
9. **Say:** Thank you. You can sit down now.
10. Ask three more pupils (boys and girls) to volunteer to come to the front, and to stand in a line facing the class.
11. Repeat steps 3-8 to count the lizards on their fingers. Tell pupils to repeat after every line.

**Guided Practice** (10 minutes)

1. Tell pupils to form groups of 3 with someone sitting next to them. Give them a minute to do so.
2. **Say:** Look at me.
3. Tell pupils that you will say a number. Each group must hold up the correct number of fingers between them.
4. **Say:** 21 little lizards. Each group holds up 21 fingers between them.
5. **Say:** 26 little lizards. Each group holds up 26 fingers between them.
6. Repeat with numbers from 21-30. Say the numbers in a different order.

**Independent Practice** (10 minutes)

1. Tell pupils to take out their exercise books and get into pairs.
2. In pairs one pupil will say a number from 0-30 and the other will make that many dots in the exercise book. Then they will reverse roles.
3. Encourage pupils to say large numbers, between 21-30.

**Closing** (2 minutes)

1. **Ask:** How many fingers do you have? Let's count.
2. Point to your fingers one by one. Pupils count 1-10.
3. **Say:** Well done. Thank you, class.

[*POEM: LITTLE LIZARDS*] by Kim Ashmore

- 1, 2, 3, 4, 5 little lizards.
- 6, 7, 8, 9, 10 little lizards.
- 11, 12, 13, 14, 15 little lizards.
- 16, 17, 18, 19, 20 little lizards.
- 21, 22, 23, 24, 25 little lizards.
- 26, 27, 28, 29, 30 little lizards.

<b>Lesson Title:</b> LI Words	<b>Theme:</b> Stories, Letters and Numbers Letter Work: LI	
<b>Lesson Number:</b> L-01-79	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw words beginning with 'L'.</p>	 <p><b>Teaching Aids</b> 1. Alphabet strip (if you have one)  2. Pictures of simple words beginning with L - lamp, lowercase, light, leg  3. An exercise book (for the teacher)</p>	 <p><b>Preparation</b> 1. Draw simple pictures of words beginning with 'Li' - lamp, lowercase, light, leg - on the board.  2. Get an exercise book  3. Put up the alphabet strip or write the alphabet on the board.</p>
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### Opening (2 minutes)

1. Greet the class. **Say:** Today is...? Write the word on the board.
2. Write uppercase 'L' on the left hand side of the board, and lowercase 'l' on the right hand side of the board.
3. Say the letter and the sound. Pupils repeat 3 times.
4. Tell pupils that today we are learning words beginning with the letter 'L'.

### Introduction to the New Material (10 minutes)

1. Point to the uppercase 'L' on the board. Explain that uppercase 'L' is used at the beginning of the names of people or places. Explain that it is also used at the beginning of a line or a sentence.
2. Write the name 'Lahai' next to uppercase 'L'.
3. Say the name and point to the letter 'L' in the word.
4. **Ask:** Can you say more names with this letter? Raise your hands!
5. Choose some pupils to give answers and write one suggestion on the board (Example answer: Lansana).
6. Say the name and point to the letter 'L' in the word.
7. Point to the lowercase 'l' on the board. Write these words next to the letter: lamp, lowercase, light, leg.
8. Say the words and point to the letter 'l'. Explain in the local language if needed.
9. Have pupils repeat the words after you.
10. **Ask:** Can you say more words with this letter? Raise your hands!
11. Choose some pupils to give answers and write two suggestions on the board (Example answers: light, like).
12. Say the words and point to the letter 'l' in the words. Pupils repeat.
13. Point to the word 'lamp' and point to the picture of the lamp.
14. **Say:** Lamp. Pupils repeat.
15. Repeat this process for all the words - lowercase, light, leg.

### **Guided Practice** (8 minutes)

1. Point to the lowercase 'l' in any word on the board.
2. **Say:** Listen and repeat. Lamp.
3. Pupils repeat the word once quietly, and once loudly.
4. Have a pupil volunteer to match the word to the correct picture on the board.
5. Repeat this process for all of the words - lowercase, light, leg.

### **Independent Practice** (12 minutes)

1. Write uppercase 'L' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'L' in the air with your fingers.
3. Write lowercase 'l' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the uppercase 'L' in the air with your fingers.
5. Write lowercase 'l' on the board, slowly explaining how to write it.
6. Turn your back to the pupils and trace the lowercase 'l' in the air with your fingers.
7. Have pupils model and repeat 2-3 times.
8. Hold up your exercise book. Open the exercise book. Point to the top of a page.
9. **Say:** Write letter 'L' at the top of the page.
10. Give pupils time to write 'L' on the top of the page.
11. Ask them to hold up their exercise books for you to check.
12. **Say:** Draw 3 things that begin with the letter 'L'. Show the picture or point to the pictures on the board as examples.
13. If possible, walk around the room and check that pupils are drawing pictures. Ask pupils what they are drawing, praise pupils.
14. Tell pupils to show their pictures to the pupils around them. They can ask each other: What is this? What is that?

### **Closing** (2 minutes)

1. **Say:** Your pictures and writing are very good.
2. Tell pupils to keep the pictures to remember the words.
3. **Say:** Well done. Thank you, class.

<b>Lesson Title:</b> Handling a Book	<b>Theme:</b> Stories, Letters and Numbers Letter Work: LI	
<b>Lesson Number:</b> L-01-80	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to hold a book properly and 'read' it from beginning to end.</p>		<p><b>Teaching Aids</b> Children's books (if possible)</p>		<p><b>Preparation</b> 1. If you don't have a book, make a book with a front cover with title and writer's name, some pages with pictures, text and page numbers, and a back cover.  2. A ball (or crush some paper to make a ball).</p>
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Note: If you have children's books or readers, keep them together in one place. (For example, on a shelf, in a box or cupboard, on a 'book table')

**Opening (3 minutes)**

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. **Say:** Count with me. Throw the ball to a pupil. **Say:** one.
3. Tell the pupil to throw the ball to another pupil. You and pupils **say:** Two.
4. Tell the pupil to throw the ball to another pupil. You and pupils **say:** Three.
5. Continue to number 30.
6. Tell pupils that today we are learning about books and page numbers.

**Introduction to the New Material (10 minutes)**

1. Tell pupils you are going to look at a book.
2. **Ask:** What do you need to do before you look at a book?
3. Have pupils raise their hands to answer. (Answer: Make sure your hands are clean)
4. If pupils don't know, wave your hands in the air.
5. Hold up the book and point to the front / back covers.
6. **Ask:** What can you see on the cover of a book?
7. Have pupils raise their hands to answer. (Answer: Title, writer's name, pictures, more information about the book)
8. If pupils don't know, point to the title, name and pictures.
9. Open the book and show the pages. Explain that books can have writing, pictures and page numbers. Point to the page numbers.
10. **Ask:** Why do books have page numbers?
11. Have pupils raise their hands to answer. (Answer: Readers can find things, and they can tell other people where to find things.)
12. **Ask:** Where do readers begin reading?
13. Have pupils raise their hands to answer. (Answer: At the top of the left hand page)
14. Use your reading finger to follow the text to the bottom of the left page. Then move it the top of the right page, and move it to the bottom of the right page.
15. **Ask:** What you should do now?

16. Have pupils raise their hands to answer. (Answer: Turn the page.)
17. Turn the page slowly.
18. **Ask:** Why do you turn the pages slowly?
19. Have pupils raise their hands to answer. (Answer: If you turn the pages quickly, you can rip the book.)
20. Turn to the last page. **Ask:** What should readers do when they finish a book?
21. Have pupils raise their hands to answer (Answers: Put it in a safe place e.g. on a shelf, in a box / cupboard, on a book table.)
22. Tell pupils that books are for sharing so we must keep them safe.
23. **Ask:** What we can do to keep books for a long time?
24. Have pupils raise their hands to answer. (Example answers: Don't eat when you are reading; don't draw or write in a book; use paper to mark pages; don't put books on the ground.)

#### **Guided Practice** (10 minutes)

1. Tell pupils to make pairs.
2. **Say:** Show me your hands!
3. **If you have a book for each pair**, give each pair a book.
4. **Say:** Point to the front cover, back cover, the title, the writer's name. Open the book to page 3.
5. **Ask:** What can you see? Have pupils raise their hands to answer. (Example answers: a picture of a family, some writing etc)
6. Repeat steps 4-5 a few times with different page numbers (from 1-30). Tell them to turn the pages slowly.
7. **If you don't have children's books**, tell pupils they are going to make a book. Ask pupils what they would like to make a book about (e.g. school, family, animals, favourite things etc).
8. In pairs, pupils make a page for the book. They draw pictures, and write words or sentences.

#### **Independent Practice** (10 minutes)

1. **If you have books**, tell pupils to swap books with the pair next to them.
2. **Say:** Look at the front and back covers, to see what the book is about.
3. **Say:** Open the book at different pages and look at the pictures / writing. They can use their reading fingers to follow the writing from left to right, top to bottom.
4. **Say:** Turn the pages slowly. Make sure pupils don't eat or drink near the books. Make sure that pupils don't put the books on the ground. When pupils finish, have them put the books away.
5. **If you don't have children's books**, tell pupils to continue making their pages for a class book. When they finish, collect the pages.
6. After class, put a front cover and a back cover around the pages, and fasten them all together. Write page numbers on each page. Take the book to class to show pupils.

#### **Closing** (2 minutes)

1. Ask two or three pupils to volunteer to talk about the books they looked at OR to show the pages they made.
2. **Say:** Well done. Thank you, class.

<b>Lesson Title:</b> This, That, Those	<b>Theme:</b> Parts of Speech and Sounds; Letter Work: Mm	
<b>Lesson Number:</b> L-01-081	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use this, that, and those to describe objects and where they are located.</p>	 <p><b>Teaching Aids</b> 1. A bag with classroom objects.  2. These objects if possible: bowl, jug, jar, box, sticks, stones, leaves. If you don't have the objects, draw pictures on the board.</p>	 <p><b>Preparation</b> 1. Put some objects in a bag (e.g. classroom objects, or sticks, stones, leaves).  2. Collect/draw pictures of bowl, jug, jar, box, sticks, stones, leaves.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. **Say:** Class, listen carefully.
3. Take an object out the bag and show it to the pupils.
4. Name each object as you take it out.
5. Put the objects back in the bag.
6. **Ask:** What is in the bag? Can you remember?
7. Have pupils raise their hands to say the names of the objects.
8. Tell pupils that today we are going to talk about where things are.

### Introduction to the New Material (10 minutes)

1. Hold up a leaf (or other object). You can point to pictures on the board if you don't have objects.
2. **Say:** Look at this leaf. **Ask:** How many leaves are there? Pupils say: One.
3. Put the leaf in the bag.
4. **Say:** This leaf is in the bag. Pupils repeat 2 times.
5. Explain that we use 'this' when we are talking about 1 object which is near us.
6. Write 'this' on the board.
7. Hold up another leaf. Put the leaf on a table away from you.
8. **Say:** That leaf is on a table. Pupils repeat 2 times.
9. Explain that we use 'that' when we are talking about an object which is away from us.
10. Write 'that' on the board.
11. Hold up 2 leaves (or other objects). **Ask:** How many (leaves) are there? Pupils say: Two.
12. Put the leaves in the bag. **Say:** These leaves are in the bag. Pupils repeat 2 times.
13. Explain that we use 'these' when we are talking about more than one object which is near us.
14. Write 'these' on the board.
15. Hold up 2 more leaves. Put the leaves on a table away from you. **Say:** Those leaves are on a table. Pupils repeat 2 times.
16. Explain that we use 'those' when we are talking about more than one object which is away from us. Write 'those' on the board.
17. Check that pupils understand the difference between 'in' and 'on'. **Ask:** Is this leaf in the bag or on the bag?)

### **Guided Practice** (10 minutes)

1. Put 1 leaf in a bag near you. **Ask:** Where is this leaf?
2. Guide pupils to say: This leaf is in the bag.
3. Repeat with other objects near you.

Examples:

- This leaf / stick / stone / pencil / is in a / bowl / jug / jar / box.
- This leaf / stick / stone / is on a / table / book / an exercise book / head.
- Put 1 leaf on a table away from you. **Ask:** Where is that leaf?
- Guide pupils to say: That leaf is on a table.

4. Repeat with other objects away from you.

Examples:

- That leaf / stick / stone pencil is on a table / book / an exercise book / a head.
- That leaf / stick / stone pencil is in a bowl / jug / jar / box.

5. Put 2 leaves in a bag near you. **Ask:** Where are these leaves?
6. Guide pupils to say: These leaves are in a bag.
7. Repeat with other objects near you.

Examples:

- These leaves / sticks / stones / pencils are in a bowl / jug / jar / box.
- These leaves / sticks / stones / pencils are on a table / book / an exercise book / a head.

8. Put 2 leaves on a table away from you. **Ask:** Where are those leaves? Guide pupils to say: Those leaves are in a bag.
9. Repeat with other objects.

Examples:

- Those leaves / sticks / stones / pencils are in a bowl / jug / jar / box.
- Those leaves / sticks / stones / pencils are on a table / book / an exercise book / a head.

### **Independent Practice** (10 minutes)

1. Tell pupils to make pairs.
2. Put 1 or 2 objects in or on something and ask a question.
3. Examples:
  - Where is this / that leaf?
  - Where are these / those leaves?
4. Tell pairs to work together to answer the question.
5. Pupils raise their hands to give the answer. Choose one pair to answer.
6. If pupils have problems, give the answer. Pupils repeat.
7. Repeat with more questions. Ask different groups to give answers.
8. If pupils are confident, they can come to the front of the class and ask the questions.

### **Closing** (2 minutes)

1. **Ask:** Can you remember what was in the bag at the start of the lesson?
2. **Say:** Very good. Thank you, class.

<b>Lesson Title:</b> Letter Work: Mm	<b>Theme:</b> Parts of Speech and Sounds; Letter Work: Mm	
<b>Lesson Number:</b> L-01-082	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the letter 'Mm' on the alphabet strip, in this week's poem and in their names.</p>	 <p><b>Teaching Aids</b> 1. Poem <i>Mummy, Mummy</i> (at the end of the lesson plan) 2. Alphabet strip (if you have one) 3. Sheets of paper with pupils' names.</p>	 <p><b>Preparation</b> 1. Before the start of the class write the poem <i>Mummy, Mummy</i> on the board. 2. Prepare the alphabet strip/write the alphabet on the board. 3. Take out the sheets of paper with pupil names.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. Walk to a pupil. **Ask:** May I have a pencil, please?
3. Gesture to the pupil to give you a pencil. Pupil gives you a pencil. **Say:** Thank you.
4. Give the pencil back.
5. Repeat with different pupils and different objects.
6. Explain that 'May I' is a polite way to ask people for things.
7. Tell pupils that today we are going to say a poem about some delicious fruit and learn about the letter 'Mm'

### Introduction to the New Material (10 minutes)

1. Show the alphabet strip/ alphabet on the board. **Say:** Look at this. What is this?
2. Some pupils might remember. If not, **Say:** alphabet.
3. Point to the letter 'Mm'.
4. **Say:** This is 'm'.
5. Point to uppercase 'M'. **Say:** 'This is uppercase 'M'! This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'm'. **Say:** 'This is lowercase 'm'! This is used at all other times.
7. Say the name of the letter, 'm' and then the sound of the letter /m/.
8. Repeat after me. **Say:** M-/m/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a poem.
10. Point to the poem.
11. Read the poem. Point to each word as you read it.
12. Explain the meaning of the poem in the local language, if needed.
13. Read it again.

### Guided Practice (10 minutes)

1. **Say:** Can you see the uppercase letter 'M' or lowercase letter 'm' in the poem?
2. Use the local language if needed.

3. **Say:** Raise your hand if you can see the letter 'M'. Pupils raise their hands.
4. Have 6-8 volunteers to come to the board.
5. Give them a piece of chalk and ask them to circle the letter 'M' in one word in the poem.
6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter. They can also help the person on the board.

### **Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'm'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'M' three times. Explain how they should make the shapes to draw uppercase 'M'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'm' three times. Explain how they should make the shapes to draw lowercase 'm'.
7. Have pupils copy you 3 times and say the letter out loud.
8. **Say:** Turn to your partner and say 2 words that begin with the /m/ sound. You can use words from the poem or think of your own words. (Example answers: mango, mother)
9. Distribute the paper with pupil names to them. Give them 1 minute to look at it and stand up if their name has the letter 'm' in it.
10. Check if pupils are recognising the letter correctly and standing.

### **Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Mm' on the board.
4. **Say:** This is letter 'Mm'. Repeat after me. M-/m/.
5. Pupils say the name and the sound.
6. Tell pupils to bring their exercise books tomorrow.
7. Collect the sheets of paper with pupils' names and store them safely to use for future lessons.

[*POEM: MUMMY MUMMY*] From RaSIS Education Project, Class 1 Teacher's Guide, Page 58

Mummy mummy,  
May I have a mango?  
Mango, mango,  
Mm mm mmmm.

<b>Lesson Title:</b> Spelling New Words	<b>Theme:</b> Parts of Speech and Sounds; Letter Work: Mm	
<b>Lesson Number:</b> L-01-083	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use familiar letters and written text to write labels for pictures.</p>		<p><b>Teaching Aids</b> 1. Story <i>Our Town</i> (at the end of the lesson plan) 2. Alphabet strip (if you have one)</p>		<p><b>Preparation</b> Put up the alphabet strip or write the alphabet on the board.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. Tell pupils about some of the things you saw on the way to school today.
3. **Ask:** What did you see? Pupils say some of the things they saw.
4. Tell pupils that today we are going to listen to a story about things you can see in a town.

### Introduction to the New Material (10 minutes)

1. **Say:** Class, listen to this story.
2. Read the story. Say the words slowly and clearly. Pupils listen.
3. Explain in the local language if needed.
4. **Ask:** What can you see?
5. Read the story again. Pupils listen.
6. **Ask:** What can you see? (Answer: traders, farmers, markets, shops, teachers, pupils, my house and your house)
7. If pupils can't remember all the words, say the story again. Help them to say the words.
8. Explain these words: traders, farmers, markets, shops, teachers, pupils, my house and your house. Use actions (e.g. trader, farmer, teacher, pupils) or draw pictures (e.g. house).
9. Read the story again.

### Guided Practice (10 minutes)

1. Tell pupils to listen to the first sound of a word. Say farmer 3 times. **Say:** Farmer. Farmer. Farmer.
2. Guide pupils to say the letter 'f'.
3. Point to the letter 'Ff' on the alphabet strip or write the letter 'Ff' on the board.
4. Write 'farmer' on the board. As you write, say the sounds of the letters.
5. Repeat steps 1-3 with these words from the story: market, house.
6. Explain that people can see many things in towns.
7. Tell pupils to listen to the first sound of another word.
8. **Say:** Lorry. Lorry. Lorry. Guide pupils to say the letter 'l'.
9. Point to the letter 'Ll' on the alphabet strip or write the letter 'Ll' on the board.
10. Write 'lorry' on the board. As you write, say the sounds of the letters. Check pupils understand what the word means.
11. Repeat these with these words to have pupils recognise the sound and match it to the letter: bus, medical centre.

12. Point to each word on the board (farmer, market, house, lorry, bus, medical centre). Say the words again. Pupils repeat.

**Independent Practice** (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. Tell pupils to draw pictures of the things that you can see in a town.
3. Tell pupils to write the words next to the pictures. They can copy words from the board.
4. Have a few pupils volunteer to show you their pictures and words.
5. Tell pupils to show their pictures to the people around them.
6. They can ask each other: What is this? What is that?

**Closing** (2 minutes)

1. **Ask:** What can you see in your town or village?
2. Pupils raise their hands say what they can see.
3. **Say:** Well done. Thank you, class

[*STORY: OUR TOWN*] From RaISIS Education Project, Class 1 reader, Page 9

You can see traders and farmers.

You can see markets and shops.

You can see teachers and pupils.

You can see my house and your house.

<b>Lesson Title:</b> Mm Words	<b>Theme:</b> Parts of Speech and Sounds Letter Work: Mm	
<b>Lesson Number:</b> L-01-84	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw words beginning with 'Mm'.</p>	 <p><b>Teaching Aids</b> 1. Alphabet strip (if you have one)  2. Pictures of simple words beginning with M - mango, mug, mouth, milk, mud.  3. An exercise book (for the teacher)</p>	 <p><b>Preparation</b> 1. Draw simple pictures of words beginning with 'Mm' - mango, mug, mouth, milk, mud - on the board.  2. Get an exercise book.  3. Put up the alphabet strip or write the alphabet on the board.</p>
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**Opening (3 minutes)**

1. Greet the class. **Say:** Today is...? Write the word on the board.
2. **Say:** I love mangoes. Mmmm.
3. Ask pupils to repeat.
4. **Say:** I love milk. Mmmm.
5. Ask pupils to repeat.
6. Write uppercase 'M' on the left hand side of the board, and lowercase 'm' on the right hand side of the board.
7. Say the letter and the sound. Pupils repeat 3 times.
8. Tell pupils that today we are learning words beginning with the letter 'Mm'.

**Introduction to the New Material (10 minutes)**

1. Point to the uppercase 'M' on the board. Explain that uppercase 'M' is used at the beginning of the names of people or places. Explain that it is also used at the beginning of a line or a sentence.
2. Write the name 'Marima' next to uppercase 'M'.
3. Say the name and point to the uppercase 'M' in the word.
4. **Ask:** Can you say more names beginning with this letter? Raise your hands!
5. Choose some pupils to give answers and write one suggestion on the board (Example answer: Musa).
6. Say the name and point to the letter 'M' in the word.
7. Point to the lowercase 'm' on the board. Write these words next to the letter: mango, mug, mouth, milk, mud.
8. Say the words and point to the letter 'm' in the words. Explain in the local language if needed.
9. **Ask:** Can you say more words beginning with this letter? Raise your hands!
10. Choose some pupils to give answers and write two suggestions on the board (Example answers: market, mummy).
11. Say the words and point to the letter 'm' in the words.

12. Point to the word 'mango' and point to the picture of the mango.
13. **Say:** Mango. Pupils repeat.
14. Repeat this process for all the words - mug, mouth, milk, mud.

**Guided Practice** (8 minutes)

1. Point to the lowercase 'm' in any word on the board.
2. **Say:** Listen and repeat. Mango.
3. Pupils repeat the word once quietly, and once loudly.
4. Have a pupil volunteer to match the word to the correct picture on the board.
5. Repeat this process for all of the words - mug, mouth, milk, mud.

**Independent Practice** (12 minutes)

1. Write uppercase 'M' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'M' in the air with your fingers.
3. Write lowercase 'm' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'm' in the air with your fingers.
5. Have pupils model and repeat 2-3 times.
6. Hold up your exercise book. Open the exercise book. Point to the top of a page.
7. **Say:** Write letter 'M' at the top of the page.
8. Give pupils time to write 'M' on the top of the page.
9. Ask them to hold up their exercise books for you to check.
10. **Say:** Draw 3 things that begin with the letter 'M'. Show the pictures or point to the pictures on the board as examples.
11. If possible, walk around the room and check that pupils are drawing pictures. Ask pupils what they are drawing, praise pupils.
12. Tell pupils to show their pictures to the pupils around them. They can ask each other: What is this? What is that?

**Closing** (2 minutes)

1. **Say:** Your pictures and writing are very good.
2. Tell pupils to keep the pictures to remember the words.
3. **Say:** Well done. Thank you, class.

<b>Lesson Title:</b> Spelling New Words	<b>Theme:</b> Parts of Speech and Sounds; Letter Work: Mm	
<b>Lesson Number:</b> L-01-85	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to put together sounds of letters already learnt to form words; check against written words.</p>		<p><b>Teaching Aids</b> Alphabet strip (if you have one)</p>		<p><b>Preparation</b> If you don't have an alphabet strip, write these letters on the board: a, b, c, d, e, f, g, h, i, j, k, l, m. (Note: they are not capital letters).</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. **Say:** Draw the letter 'm' letter in the air.
3. Pupils draw the letter 'm' in the air. If they need help, point to the letters on the board.
4. Repeat with a few letters from a-m.
5. Tell pupils that today we are learning how to write words.

### Introduction to the New Material (10 minutes)

1. Point to the letter 'a' on the board. **Say** the sound of the letter /a/. Pupils repeat.
2. Repeat with letters b-m.
3. Write these letters slowly on the board: b-e-d.
4. As you write each letter, guide pupils to say the sounds and to say the word. **Ask:** What is this word? Pupils say what the word means.

### Guided Practice (10 minutes)

1. Explain that each letter has a sound. When we listen to a word, we can guess what the letters are, and then we can write the word.
2. Tell pupils to listen to the first sound of a word. **Say:** Jam.
3. Pupils say or point to the letter. Write the letter 'j' on the board.
4. **Say:** Listen again. **Ask:** What is the next letter? **Say:** Jam.
5. Pupils say or point to the next letter.
6. Write the letter 'a' on the board. If pupils can't hear the letter, say the word again slowly.
7. **Say:** Listen again. **Ask:** What is the next letter? **Say:** Jam.
8. Pupils say or point to the next letter. Write the letter 'm' on the board. If pupils can't hear the letter, say the word again slowly.
9. Repeat these steps to spell out the word: leg
10. Repeat these steps to spell out the word: dad
11. Repeat these steps to spell out the word: back.
12. Explain that 'ck' at the end of a word sound like /k/.

**Independent Practice** (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. **Say:** Listen and write the word.
3. **Say:** Had. Had. Had. Pupils write the word.
4. Write the word on the board. Pupils check their spellings.
5. Tell pupils not to worry if they had different spellings.
6. Repeat this with these words: him, big, kick, milk.

**Closing** (2 minutes)

1. **Say:** Let's count the letters.
2. Count letters Aa-Mm on the board or alphabet strip. Pupils join in.
3. **Ask:** How many letters do we know? (Answer: 13)
4. Tell pupils that they have learned half of the letters of the alphabet.
5. **Say:** Well done. Thank you, class.

<b>Lesson Title:</b> Illustrating Stories	<b>Theme:</b> Group Work and Letter Sounds; Letter Work: Aa-Mm	
<b>Lesson Number:</b> L-01-086	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to match words from the story to drawings.</p>		<p><b>Teaching Aids</b> Story <i>At the Market</i> (at the end of the lesson plan)</p>		<p><b>Preparation</b> 1. Draw the faces of two women.  2. Draw these objects on the board: dish, jug, kite, egg, and mango.  3. Bring a bag to class.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. Tell pupils that you will say two words. If the words begin with the same sound, they must wave their hands in the air. If they don't begin with the same sound, they must put their hands on their heads.
3. **Say:** market, mango. Pupils wave their hands in the air.
4. **Say:** market, guava. Pupils put their hands on their heads.
5. Repeat with these words: market / melon, market / apple, market / coconut, market / mud.
6. **Ask:** What is a market?
7. Have a few pupils raise their hands and answer.
8. Tell pupils that today we are going to tell a story about a market.

### Introduction to the New Material (10 minutes)

1. Point to the two faces on the board.  
**Say:** Look! It is auntie and granny. They are at the market.
2. Point to auntie, then to the dish and the jug on the board.  
**Say:** Auntie buys a dish and a jug.
3. Point to granny, then to the kite.  
**Say:** Granny buys a kite for the baby.
4. Point to the eggs and mangoes.  
**Say:** They can see eggs and mangoes.
5. Continue telling the rest of the story. Point to the pictures and use actions (e.g. put it in a bag, carry).
6. Point to the two faces on the board again. **Say:** Look! **Ask:** Who are they?
7. Have pupils raise their hand to answer. (Answer: Auntie and granny)
8. **Ask:** Where are they? (Answer: At the market).
9. If pupils don't remember **ask:** Are they at home, or are they at the market?
10. Point to auntie. **Ask:** What does auntie buy?
11. Have pupils raise their hand to answer. (Answer: A dish and a jug)
12. Continue pointing to pictures, and ask questions about the rest of the story.  
Examples:

- What does granny buy?
- They can see eggs and mangoes. Who loves mangoes?
- They buy the eggs and the mangoes. Where do they put the food?
- They carry the food...where?

13. **Say:** Class, now you say the story with me.

14. Say the story again. Point to the objects and do the actions. Pupils join in.

**Guided Practice** (10 minutes)

1. Write 'egg' on the board. Don't say the word.
2. **Say:** Say the word. Pupils say the word. If they can't, slowly make the sounds of the letters to help them.
3. Point to the board and **ask:** Where is the egg?
4. Call on 1 pupil to come to the front of the class. The pupil points to the picture of an egg.
5. Draw a line between the word 'egg' and the picture of an egg.
6. Repeat these steps with the following pictures and words: jug, auntie, mango, granny, kite, and dish. Choose a different boy or girl for each word.

**Independent Practice** (10 minutes)

1. Tell pupils to make pairs.
2. Give them one minute to make groups.
3. Tell pupils to say the story together, using the pictures.
4. Make sure the pupils are doing the task. Help them with the words if they can't remember.

**Closing** (2 minutes)

1. **Say:** Raise your hands if you like the story.
2. Ask pupils about markets. Examples:
  - When do you go to the market?
  - Who do you go with?
  - What does your mother, auntie or granny buy at the market?
3. **Say:** Well done. Thank you, class.

[*STORY: AT THE MARKET*] by Kim Ashmore

Look! It is auntie and granny. They're at the market.  
 Auntie buys a dish and a jug. Granny buys a kite for the baby.  
 They can see eggs and mangoes. Granny loves mangoes.  
 They buy the food. They put it in the bag. They carry it home.

<b>Lesson Title:</b> Letter Work: Review Aa-Mm	<b>Theme:</b> Group Work and Letter Sounds; Letter Work: Aa-Mm	
<b>Lesson Number:</b> L-01-087	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the letters Aa-Mm on the alphabet strip, in this week's story, and in their names.</p>		<p><b>Teaching Aids</b> 1. Story <i>At the Market</i> (at the end of the lesson plan) 2. Alphabet strip (if you have one)</p>		<p><b>Preparation</b> Before the start of the lesson, write the story <i>At the Market</i> on the board.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. Ask pupils what they can remember about the story: *At the Market*.
3. **Ask:** Who is in the story? **Ask:** What do they buy? Have pupils raise their hands to answer.
4. Tell pupils that today we are going to find and write letters.

### Introduction to the New Material (10 minutes)

1. Read the story slowly and clearly. Point to the words as you read.
2. Point to the letter 'Aa' on the alphabet strip or write the letter 'Aa' on the board.
3. **Ask:** Can you see a word beginning with the letter 'Aa'?
4. Have a pupil volunteer to come to the board. Pupil points to a word (Example answers: auntie).
5. Have more pupils come and underline this and other words which begin with the letter 'a'. (Example answers: and, at)
6. **Say:** Raise your hand if your name begins with the letter 'Aa'. Ask them to say their names.
7. Repeat the above steps with letters Bb-Mm.

### Guided Practice (10 minutes)

1. Clean the board.
2. Write uppercase 'H' on the board. **Say:** Draw the letter in the air. Pupils draw the letter in the air.
3. Write lowercase 'h' on the board. **Say:** Draw the letter in the air. Pupils draw the letter in the air.
4. Repeat with the other letters: Kk, Ii, Mm, Jj, Ll

### Independent Practice (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. Tell pupils to write the letters in their exercise books.

### Closing (2 minutes)

1. **Say:** Draw a letter in the air.
2. **Say:** 'g'. Pupils draw the letter 'g' in the air.
3. **Say:** That's the letter 'g'. 'G' is for 'goodbye'.
4. **Say:** Goodbye, class. Well done. Pupils say: Goodbye.

[*STORY: AT THE MARKET*] by Kim Ashmore

Look! It is auntie and granny. They're at the market.

Auntie buys a dish and a jug. Granny buys a kite for the baby.

They can see eggs and mangoes. Granny loves mangoes.

They buy the food. They put it in the bag. They carry it home.

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Group Work and Letter Sounds; Letter Work: Aa-Mm	
<b>Lesson Number:</b> L-01-088	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use the story learnt to relate to what happens in their homes/environment.	 <b>Teaching Aids</b> Dialogue (at the end of the lesson plan)	 <b>Preparation</b> 1. Write the dialogue on the board.  2. Practice reading the dialogue with two different voices (granny and trader).
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. **Say:** Close your eyes.
3. **Say:** Imagine that you are at the market. **Ask** questions. Examples:
  - What can you see?
  - What can you hear?
  - What can you smell?

Pupils stay quiet and imagine for 1 minute.

4. **Say:** Open your eyes.
5. Ask pupils to raise their hand answer the question:
6. **Ask:** Tell me something that you see in the market?
7. **Ask:** Tell me something that you hear in the market?
8. **Ask:** Tell me something you can smell in the market?
9. Tell pupils that today we are going to pretend that we are at a market.

### Introduction to the New Material (10 minutes)

1. Explain that granny is at the market and she is talking to a trader.
2. Explain in the local language if needed.
3. Point to the dialogue on the board. **Say:** This is what granny and the trader say.
4. Read the dialogue. Read slowly and clearly. Point to the words as you read. Use different voices for granny and the trader.
5. Ask pupils to say what the lines mean to check understanding.
6. Divide the class into 2 - left and right.
7. Tell pupils on the left to listen and repeat the first line.
8. Tell pupils on the right to listen and repeat the second line.
9. Tell pupils on the left to listen and repeat the third line.
10. Continue to the end of the dialogue.
11. Repeat the dialogue. Point to the words as you say them. Pupils listen and repeat each line.

### Guided Practice (10 minutes)

1. Have 1 girl and 1 boy volunteer to come to the front of the class.
2. Point to one pupil. **Say:** You are the trader.
3. Point to the other pupil. **Say:** You are granny.

4. Guide the 2 pupils to say the dialogue. When the trader says 'Here you are', the pupil can pretend to give the mangoes to granny.
5. **Say:** Very good. Class, please clap. Pupils clap.
6. Tell pupils that granny can buy some other things.
7. Have 1 girl and 1 boy volunteer to come to the front of the class.
8. Point to one pupil. **Say:** You are the trader. Point to the other pupil. **Say:** You are granny. Tell 'granny' that she is buying guavas.
9. Guide the 2 pupils to say the dialogue with the word 'guavas'. Example:

**Granny:** Good morning.  
**Trader:** Good morning.  
**Granny:** May I have some guavas, please?  
**Trader:** Yes, of course. How many?  
**Granny:** Five guavas, please.  
**Trader:** Here you are.  
**Granny:** Thank you.

**Independent Practice** (10 minutes)

1. Tell pupils to work in pairs.
2. Tell pupils to practice the dialogue in pairs. One pupil is the trader, and one pupil is granny.
3. Tell pupils that granny can ask for different things at the market.
4. Ask pupils who finish before the others to practice the dialogue again.

**Closing** (2 minutes)

1. **Say:** Now you can buy things at the market.
2. Have one pair volunteer to say the dialogue.
3. **Say:** Very good. Thank you, class.

[DIALOGUE: AT THE MARKET] by Kim Ashmore

**Granny:** Good morning.  
**Trader:** Good morning.  
**Granny:** May I have some mangoes, please?  
**Trader:** Yes, of course. How many?  
**Granny:** Five mangoes, please.  
**Trader:** Here you are.  
**Granny:** Thank you.

<b>Lesson Title:</b> Number Words 0-40	<b>Theme:</b> Group work and letter sounds; Letter Work: Aa-Mm	
<b>Lesson Number:</b> L-01-089	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to count and use number words (0-40) to count objects and pupils.		<b>Teaching Aids</b> None		<b>Preparation</b> Before the start of the class, draw a face on the board.
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. Have pupils count together from 1 to 10.
3. Tell pupils that today we are going to learn more numbers.

### Introduction to the New Material (10 minutes)

1. Point to the face on the board. **Say:** This is auntie. She is at the market.
2. **Say:** At the market, auntie buys 10 mangoes. Draw 10 lines on the board. Count from 1-10 as you draw. Pupils join in.
3. **Say:** Then she buys 10 bananas. Draw 10 lines on the board. Count from 1-10 as you draw. Pupils join in.
4. **Say:** Then she buys 10 guavas. Draw 10 lines on the board. Count from 1-10 as you draw. Pupils join in.
5. **Say:** Then she buys 10 apples. Draw 10 lines on the board. Count from 1-10 as you draw. Pupils join in.
6. **Ask:** How many things does auntie buy?
7. Count the first group of lines (1-10). Write the number '10' (not in words) next to the lines.
8. Count the second group of lines (11-20). Write the number '20' (not in words) next to the lines.
9. Count the third group of lines (21-30). Write the number '30' (not in words) next to the lines.
10. **Say:** Listen and repeat. Count the fourth group of lines. Say the numbers 31-40. Pupils repeat. Write the number '40' (not in words) next to the lines.
11. Count the fourth group of lines again. Say numbers 31-40 again. Pupils repeat.
12. **Say:** Say the numbers. Point to each line of the fourth group of lines. Pupils say numbers 31-40.
13. Write the numbers 31 – 40 next to the lines.

### Guided Practice (10 minutes)

1. Point to the face on the board. **Say:** Auntie is at the market.
2. **Say:** Listen carefully. At the market, she buys 12 eggplants.
3. **Ask:** How many eggplants does she buy? Pupils say 12.
4. Draw 12 lines on the board. Count from 1-12 as you draw. Pupils join in.
5. **Say:** She buys 11 tomatoes.
6. **Ask:** How many tomatoes does she buy? Pupils say 11.
7. Draw 11 lines on the board. Count from 1-11 as you draw. Pupils join in.
8. **Say:** She buys 7 yams.

9. **Ask:** How many yams does she buy? Pupils say 7.
10. Draw 7 lines on the board. Count from 1-7 as you draw. Pupils join in.
11. **Say:** She buys 10 onions.
12. **Ask:** How many onions does she buy? Pupils say 10.
13. Draw 10 lines on the board. Count from 1-10 as you draw. Pupils join in.
14. Point to all the lines. Pupils count 1-40.

**Independent Practice** (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. Point to the face on the board. **Say:** Auntie is at the market.
3. **Say:** Listen carefully. At the market, she buys 14 biscuits.
4. **Ask:** How many biscuits does she buy? Pupils say 14. Write the number '14' on the board.  
**Say:** Draw the lines in your exercise books. Pupils draw 14 lines in their exercise books.
5. Repeat with: 8 cakes, 5 jars of jam, 12 eggs.
6. **Ask:** How many things does auntie buy? Pupils count. (Answer: 39)

**Closing** (2 minutes)

1. **Say:** Now you can count from 1-40.
2. Point and count 40 pupils in the class. Pupils join in.
3. Tell pupils to count things at home.
4. **Say:** Very good. Thank you, class.

<b>Lesson Title:</b> Letters and Words	<b>Theme:</b> Group Work and Letter Sounds; Letter Work: Aa-Mm	
<b>Lesson Number:</b> L-01-090	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw words beginning with Aa-Mm.</p>		<p><b>Teaching Aids</b> Alphabet strip (if you have one)</p>		<p><b>Preparation</b> If you don't have an alphabet strip, write letters Aa-Mm on the board.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. **Say:** Say the letters on the board, please.
3. Point to letters Aa-Mm on the board (or the alphabet strip).
4. First, point to letters slowly and in order.
5. Then point to letters in a different order.
6. Then point to letters quickly.
7. Tell pupils that today we are going to say and write words.

### Introduction to the New Material (13 minutes)

1. Tell pupils to imagine that we are at the market. **Say:** Let's play a game.
2. **Say:** I can see something beginning with the letter 'b'.
3. **Ask:** What can I see? Can you guess?
4. Have pupils raise their hand and guess some things beginning with 'b' (Example answers: bananas, beans, biscuits, bread, ball, bus).
5. If they say words beginning with different letters, point to the letter 'Bb' on the board or alphabet strip, and say the sound of the letter.
6. After a few guesses, **say:** I saw a bag.
7. Write the word on the board and underline the first letter (bag).
8. Repeat steps 2 to 4 with more letters from Aa-Mm. Possible words: apple, bag, corn, dish, egg, fruit, guava, hoe, ink, jam, kite, lorry, mango.

### Guided Practice (7 minutes)

1. Clean the board. Ask pupils if they can remember what you saw. Write the words on the board but write a gap for the first letter of each word. Examples:  
\_pple, \_ag, \_orn, \_ish, \_gg, \_ruit, \_uava, \_oe, \_nk, \_am, \_ite, \_orry, \_ango.
2. Point to each word and say it. Point to each gap.
3. **Ask:** What is the letter?
4. Have pupils raise their hand and say the letter.
5. Write the letter in the gap. If pupils need help, say the sound of each letter.
6. When the words are complete, ask pupils to say what each word is.

**Independent Practice** (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. Tell pupils to draw pictures of some of the things you saw at the market. They can choose.
3. Tell pupils to write the words next to the pictures. They can copy words from the board.
4. Have 1 boy and 1 girl volunteer to show you their pictures and words.
5. **Ask:** What is this? What is that?
6. Have pupils share their pictures with the pupils around them. They can ask each other: What is this? What is that?

**Closing** (2 minutes)

1. **Say:** Now you know a lot of words.
2. Tell pupils to note if they see any of these things the next time they go to the market.
3. **Say:** Very good. Thank you, class.

<b>Lesson Title:</b> Vowel Sounds	<b>Theme:</b> Letter Work: Nn	
<b>Lesson Number:</b> L-01-091	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify, make the sounds of and write the vowels.</p>		<p><b>Teaching Aids</b> Alphabet strip (if you have one)</p>		<p><b>Preparation</b> Draw a happy face on the board. The face needs: eyes, ears, nose, mouth, hair, chin, neck.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. **Say:** Everyone, make a happy face. Pupils make a happy face.
3. **Say:** Make a sad face. Pupils make a sad face.
4. **Say:** Oh dear. Make a happy face again. Pupils make a happy face.
5. Tell pupils that today we are going to talk about faces.

### Introduction to the New Material (10 minutes)

1. Point to the happy face on the board. **Ask:** Is she happy or sad? Pupils say: Happy
2. Point to the eyes. **Ask:** What are these? Pupils say: Eyes.
3. Point to the ears. **Ask:** What are these? Pupils say: Ears.
4. Point to the nose. **Ask:** What is this? Pupils say: Nose.
5. Repeat with: mouth, hair, chin, neck. If pupils don't know a word, say the word. Pupils repeat each word 3 times.
6. Write 'ears' next to the ears. As you write the word, say the sounds of the letters: e-a-r-s.
7. Repeat with: eyes, nose, mouth, hair, chin, neck.
8. Point to each word. Pupils say the word.

### Guided Practice (10 minutes)

1. Point to the letter 'Aa' on the alphabet strip or write the letter 'a' on the board.
2. Say the name of the letter clearly. Pupils repeat 3 times.
3. Explain that this letter sounds like /a/. Say the sound. Pupils repeat 3 times.
4. Point to the board and **ask:** Can you see the letter? Can you say the words with letter 'a' in them?
5. Have pupils raise their hands and answer (Answer: ears, hair)
6. Draw a circle around the letter 'a' in the words: ears, hair.
7. Repeat steps 1-5 with letters: Ee, li, Oo, Uu.
8. Explain that at least one of these letters is in every word.

### Independent Practice (10 minutes)

1. Write capital 'A' on the board. As you write, explain how to make the shapes.
2. Explain that people use a capital letter at the beginning of names and places. Explain that people use capital letters when they write the first letter of a line in poem or story.
3. Write small 'a' on the board. As you write, explain how to make the shapes.
4. Repeat with letters: Ee, li, Oo, Uu.

5. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
6. Tell pupils to write the letters in their exercise books.

**Closing** (2 minutes)

1. **Say:** Draw a letter in the air.
2. Say the letter 'a'. Pupils draw the letter 'a' in the air.
3. Repeat with letters: e, i, o, u.
4. **Say:** Very good. Thank you, class.

<b>Lesson Title:</b> Letter Work: Nn	<b>Theme:</b> Letter Work: Nn	
<b>Lesson Number:</b> L-01-092	<b>Class/Level:</b> 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the letter 'Nn' on the alphabet strip, in this week's poem and in their names.</p>	 <p><b>Teaching Aids</b> 1. Poem <i>Nose and Neck</i> (at the end of the lesson plan) 2. Alphabet strip (if you have one) 3. Sheets of paper with pupils' names.</p>	 <p><b>Preparation</b> 1. Write Poem <i>Nose and Neck</i> on the board or on a paper chart. 2. Prepare the alphabet strip/write the alphabet on the board. 3. Take out the sheets of paper with pupil names.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. Listen carefully and raise your hand to answer questions.
3. **Say:** Touch your eyes. Pupils touch their eyes.  
**Ask:** What can you do with your eyes? (Answer: see, look)
4. **Say:** Touch your ears. Pupils touch their ears.  
**Ask:** What can you do with your ears? (Answer: listen, hear)
5. **Say:** Touch your mouth. Pupils touch their mouth.  
**Ask:** What can you do with your mouth? (Answer: eat, taste, speak)
6. **Say:** Touch your nose. Pupils touch their nose.  
**Ask:** What can you do with your nose? (Answer: smell)
7. Tell pupils that today we are going to say a poem about different parts of the body and the letter 'Nn'.

### Introduction to the New Material (10 minutes)

1. Show the alphabet strip/ alphabet on the board. **Say:** Look at this. What is this?
2. Some pupils might remember. If not, **Say:** alphabet.
3. Point to the letter 'Nn'.
4. **Say:** This is 'n'.
5. Point to uppercase 'N'. **Say:** 'This is uppercase 'N'!' This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'n'. **Say:** 'This is lowercase 'n'!' This is used at all other times.
7. Say the name of the letter, 'n' and then the sound of the letter /n/.
8. Repeat after me. **Say:** N-/n/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a poem.
10. Point to the poem.
11. Read the poem. Point to each word as you read it.
12. Explain the meaning of the poem in the local language, if needed.
13. Read it again.

### **Guided Practice** (10 minutes)

1. **Say:** Can you see the uppercase letter 'N' or lowercase letter 'n' in the poem?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'N'. Pupils raise their hands.
4. Have 6-8 volunteers to come to the board.
5. Give them a piece of chalk and ask them to circle the letter 'N' in one word in the poem.
6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter. They can also help the person on the board.

### **Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'n'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'N' three times. Explain how they should make the shapes to draw uppercase 'N'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'n' three times. Explain how they should make the shapes to draw lowercase 'n'.
7. Have pupils copy you 3 times and say the letter out loud.
8. **Say:** Turn to your partner and say 2 words that begin with the /n/ sound. You can use words from the poem or think of your own words. (Example answers: nose, neck, night)
9. Distribute the paper with pupil names to them. Give them 1 minute to look at it and stand up if their name has the letter 'n' in it.
10. Check if pupils are recognising the letter correctly and standing.

### **Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Nn' on the board.
4. **Say:** This is letter 'Nn'. Repeat after me. N-/n/.
5. Pupils say the name and the sound.
6. Tell pupils to bring their exercise books tomorrow.
7. Collect the sheets of paper with pupils' names and store them safely to use for future lessons.

[*POEM: NOSE AND NECK*] From RaISIS Education Project, Class 1 Teacher's Guide, Pages 58

Nose and neck,  
Nose and neck,  
Smell and swallow.  
Nose and neck.

<b>Lesson Title:</b> Writing Rhyming Words	<b>Theme:</b> Letter Work: Nn	
<b>Lesson Number:</b> L-01-093	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to substitute letters to write short rhyming words.		<b>Teaching Aids</b> None		<b>Preparation</b> None
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### Opening (2 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. **Say:** Class, stand up. Pupils stand up.
3. **Say:** Touch your nose. Pupils touch their noses.
4. Repeat step 3 with these parts of the body: face, neck, hand, feet, chin, leg, nose
5. Tell pupils that today we are going to make rhyming words.

### Introduction to the New Material (10 minutes)

1. Draw a can on the board. **Ask:** What is this?
2. Pupils say: can. Write the word on the board.
3. Point to the word 'can'. **Say:** can.
4. Rub out the letter 'c' of the word 'can' to make: \_an.
5. Write the letter 'f' in the gap at the beginning of the word to make: fan.
6. Say the sound of the letter. Say the word 'fan'. Explain the meaning of the word 'fan'.
7. Explain that sometimes we can change the first letter of a word to make a new word. These words sound the same. They are rhyming words.
8. Repeat steps 1-5 with the other words: bat, dog, car, book,
  - bat - rub out the letter 'b' and write the letter 'r' to make: rat
  - dog - rub out the letter 'd' and write the letter 'l' to make: log
  - car - rub out the letter 'c' and write the letter 'f' to make: far
  - book - rub out the letter 'b' and write the letter 'l' to make: look

### Guided Practice (10 minutes)

1. Point to the word 'fan'.
2. **Ask:** Can you remember the rhyming word? Pupils say: can.
3. Write the word 'can' on the board.
4. **Ask:** What is the first letter of the rhyming word can? Pupils say: c.
5. **Say:** Let's think of another word that rhymes with 'fan' and 'can.'
6. Ask a pupil to come up with another rhyme word (Example answers: ran, man, pan)
7. Write the word the pupil came up with on the board next to 'fan' and 'can' (See below)
8. Repeat steps 1-3 with the words: rat, log, far, look.
9. You will have these rhyming pairs on the board:
  - fan - can -
  - rat - bat -
  - log - dog -

far – car –  
look – book –

**Independent Practice** (10 minutes)

1. Tell pupils to make pairs with the people sitting nearby.
2. Tell pupil that in pairs one says a word from the board, the other pupil says the rhyming word.
3. Pairs who finish early will come up with other rhyming pairs for the words on the board.

**Closing** (2 minutes)

1. **Say:** Now you know some rhyming words.
2. Tell pupils to listen for rhyming words the next time they listen to a poem.
3. **Say:** Well done. Thank you, class.

<b>Lesson Title:</b> Nn Words	<b>Theme:</b> Letter Work: Nn	
<b>Lesson Number:</b> L-01-094	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw words beginning with 'Nn'.</p>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Alphabet strip (if you have one)</li> <li>2. Pictures of simple words beginning with N - nose, neck, net, night, nine</li> <li>3. An exercise book (for the teacher)</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Draw simple pictures of words beginning with 'N' - nose, neck, net, night, nine - on the board.</li> <li>2. Get an exercise book.</li> <li>3. Put up the alphabet strip or write the alphabet on the board.</li> </ol>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. Tell pupils that you will say two words.  
If the words **begin** with the same sound, they must wave their hands in the air.  
If they don't **begin** with the same sound, they must put their hands on their heads.
3. **Say:** nose, neck. Pupils wave their hands in the air.
4. **Say:** nose, rose. Pupils put their hands on their heads.
5. Repeat with these words: neck / peck, neck / name, net / set.
6. Tell pupils that today we are learning words beginning with the letter 'Nn'.

### Introduction to the New Material (10 minutes)

1. Point to the letter 'Nn' on the alphabet strip or write 'Nn' on the board.
2. Point to the uppercase 'N' on the alphabet strip or board.
3. Explain that uppercase 'N' is used at the beginning of the names of people or places or in the beginning of sentences.
4. **Say:** N, N, N.
5. **Ask:** What names begin with 'N'? Raise your hands!
6. Choose some pupils to give answers and write one suggestion on the board (Example answers: Nyima, Nouhou).
7. Say the name and point to the uppercase letter 'N' in the word.
8. Point to the lowercase 'n' on the alphabet strip or board.
9. **Say:** n, n, n.
10. **Ask:** What words begin with 'n'? Raise your hands!
11. Choose some pupils to give answers and write two suggestions on the board (Example answers: no, nail).
12. Point to the lowercase 'n' on the board. Write these words next to the letter: nose, neck, net, night, nine. Explain in the local language if needed.
13. Say the words on the board. Pupils repeat 3 times.
14. Point to the word 'nose' and point to the picture of the nose.

15. **Say:** Nose. Pupils repeat.
16. Repeat this process for all the words - neck, net, night, nine.

### **Guided Practice** (8 minutes)

1. Rub out the pictures from the board.
2. **Say:** Let's play a game.
3. **Ask:** What is this? Slowly begin drawing a picture of a nose.
4. Explain that if pupils say the word before you finish the drawing they win a point. If they don't, teacher wins a point.
5. Repeat this with the word 'neck', 'net', 'night' and 'nine'.
6. Leave the pictures on the board.
7. **Say:** Nose
8. Have a pupil volunteer to match the word to the correct picture on the board.
9. Repeat this process for all of the words - neck, net, night, nine.

### **Independent Practice** (12 minutes)

1. Write uppercase 'N' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'N' in the air with your fingers.
3. Write lowercase 'n' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'n' in the air with your fingers.
5. Have pupils model and repeat 2-3 times.
6. Hold up your exercise book. Open the exercise book. Point to the top of a page.
7. **Say:** Write letter 'N' at the top of the page.
8. Give pupils time to write 'N' on the top of the page.
9. Ask them to hold up their exercise books for you to check.
10. **Say:** Draw 3 things that begin with the letter 'N'. Show the pictures or point to the pictures on the board as examples.
11. If possible, walk around the room and check that pupils are drawing pictures. Ask pupils what they are drawing, praise pupils.
12. Tell pupils to show their pictures to the pupils around them. They can ask each other: What is this? What is that?

### **Closing** (2 minutes)

1. **Say:** Class. Be quiet and look at me.
2. Tell the class that you liked their pictures. Tell pupils to keep the pictures to remember the words.
3. **Say:** Well done. Thank you, class.

<b>Lesson Title:</b> Writing Sentences	<b>Theme:</b> Letter Work: Nn	
<b>Lesson Number:</b> L-01-95	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write simple sentences with full stops, upper case and lower case letters.</p>		<p><b>Teaching Aids</b> None</p>		<p><b>Preparation</b> Draw a big hand on the board.</p>
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Note: In this lesson, pupils talk about their hands. Some pupils may have a disability. Try to involve all pupils. Be sensitive and positive, and talk about the things that they can do.

### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the word on the board.
2. **Say** these instructions and do the actions:  
**Say:** Put your hands on your heads. Pupils do the actions.  
**Say:** Wave your hands in the air. Pupils do the actions.  
**Say:** Wiggle your fingers. Pupils do the actions.
3. Ask pupils questions about hands and have them raise their hands to answer.  
**Ask:** What can our hands do? (Example answers: eat, carry things, cook, drive)  
**Ask:** What have you done with your hands today? (Example answers: brush teeth, written, played with a ball)
4. Tell pupils that today we are writing about our hands.

### Introduction to the New Material (10 minutes)

1. Point to the hand on the board. **Say:** This is my hand.
2. Write: 'This is my hand.' As you write, say the words.
3. Explain that this is a sentence. Explain that sentences have more than one word.
4. **Ask:** How many words are in this sentence?
5. Count aloud. (Answer: 4)
6. Point to the uppercase 'T' at the beginning of the sentence. Explain that sentences always begin with a uppercase letter.
7. Point to the full stop at the end of the sentence. Explain that sentences end with a full stop.
8. Point to the hand on the board.
9. **Ask:** Is my hand big or little? Pupils say: big.
10. Write: 'My hand is big'. As you write, say the words.
11. Point to the fingers.
12. **Ask:** What are these? Guide pupils to say 'fingers'.
13. Write: 'These are my fingers'. As you write, say the words.
14. **Say:** What can my hands do? Pupils suggest some things that hands can do.  
Write: 'My hands can wave'. As you write, say the words.  
Read the sentences again. Read slowly and clearly. Point to the words as you read.  
This is my hand.  
My hand is big.

These are my fingers.  
My hands can wave.

### **Guided Practice** (10 minutes)

1. Have a female volunteer come to the front of the room.
2. Give her a piece of chalk. Tell her to draw around her hand on the board.
3. Point to her hand. **Say:** This is (pupil's name) hand.
4. Ask questions about her hand and have pupils raise their hand to answer.  
**Ask:** Is her hand big or little?  
**Ask:** Are her fingers long or short?  
**Ask:** What can her hands do?
5. Have a boy volunteer come to the front of the room.
6. Give him a piece of chalk. Tell him to draw around his hand on the board.
7. Point to his hand and **say:** This is (pupil's name) hand.
8. Ask questions about his hand and have pupils raise their hand to answer.
9. **Say:** Class, look at your hands.  
**Ask:** Are they big or little?  
**Ask:** Are your fingers long or short?  
**Ask:** What can you do with your hands?

### **Independent Practice** (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. Tell pupils to put one of their hands on the paper, and to draw around it.
3. Tell pupils to write a sentence about the hand. They can choose one of the sentences on the board.
4. Tell them to write an uppercase letter at the beginning of the sentence, and a full stop at the end of the sentence. Confident pupils can write more than one sentence.
5. After 7 minutes **say:** Check your work.
6. **Ask:** Does your sentence begin with an uppercase letter? If not, correct it now.
7. **Ask:** Does your sentence end with a full stop? If not, correct it now.

### **Closing** (2 minutes)

1. **Say:** Count the number of words in your sentence.
2. Have 2-3 pupils raise their hands to share how many words their sentences have.
3. If possible, collect some of the hand pictures and put them on the wall.
4. **Say:** Well done. Thank you, class.

<b>Lesson Title:</b> Letter Work: Oo	<b>Theme:</b> Storytelling; Letter Work: Oo	
<b>Lesson Number:</b> L-01-096	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the letter 'Oo' on the alphabet strip, in this week's poem and in their names.</p>	 <p><b>Teaching Aids</b> 1. Poem <i>Old, Old Ogo Cooks</i> (at the end of the lesson plan) 2. Alphabet strip (if you have one) 3. Sheets of paper with pupils' names.</p>	 <p><b>Preparation</b> 1. Write the poem <i>Old, Old Ogo Cooks</i> on the board. 2. Prepare the alphabet strip/write the alphabet on the board. 3. Take out the sheets of paper with pupil names.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board.
3. **Say:** Let's revise. Sing a song from the a previous lesson. Pupils sing and do the actions.
4. **Say:** Today we will learn to say a poem about an old lady cooking okra and learn about the letter 'Oo'.

### Introduction to the New Material (10 minutes)

1. Show the alphabet strip/ alphabet on the board. **Say:** Look at this. What is this?
2. Some pupils might remember. If not, **Say:** alphabet.
3. Point to the letter 'Oo'.
4. **Say:** This is 'o'.
5. Point to uppercase 'O'. **Say:** 'This is big 'O'!' This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'o'. **Say:** 'This is small 'o'!' This is used at all other times.
7. Say the name of the letter, 'o' and then the sound of the letter /o/.
8. Repeat after me. **Say:** O-/o/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a poem.
10. Point to the poem.
11. Read the poem. Point to each word as you read it.
12. Explain the meaning of the poem in the local language, if needed.
13. Read it again.

### Guided Practice (10 minutes)

1. **Say:** Can you see the uppercase letter 'O' or lowercase letter 'o' in the poem?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'Oo'. Pupils raise their hands.
4. Have 6-8 volunteers to come to the board.
5. Give them a piece of chalk and ask them to circle the letter 'Oo' in one word in the poem.

6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter. They can also help the person on the board.

**Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'o'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'O' three times. Explain how they should make the shapes to draw uppercase 'O'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'o' three times. Explain how they should make the shapes to draw lowercase 'o'.
7. Have pupils copy you 3 times and say the letter out loud.
8. **Say:** Turn to your partner and say 2 words that begin with the /o/ sound. You can use words from the poem or think of your own words. (Example answers: okra, owl)
9. Distribute the paper with pupil names to them. Give them 1 minute to look at it and stand up if their name has the letter 'o' in it.
10. Check if pupils are recognising the letter correctly and standing.

**Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Oo' on the board.
4. **Say:** This is letter 'Oo'. Repeat after me. O-/o/.
5. Pupils say the name and the sound.
6. Tell pupils to bring their exercise books tomorrow.
7. Collect the sheets of paper with pupils' names and store them safely to use for future lessons.

[ALPHABET STRIP POEMS: POEM: OLD, OLD OGO COOKS] From Class 1 Teacher's Guide: Using the Reading Supports (RaISES Education Project)

Old, old, Ogo cooks.

Ogo cooks

Okra soup.

Okra is a slippery soup.

<b>Lesson Title:</b> Talking About Others	<b>Theme:</b> Storytelling; Letter Work: Oo	
<b>Lesson Number:</b> L-01-097	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to say what they know about each other and their families.</p>	 <p><b>Teaching Aids</b> 1. Poem <i>Old, Old Ogo Cooks</i> (at the end of the lesson plan)  2. The following words on the board: family, mother, father, grandmother, grandfather, sister, brother, aunt, uncle</p>	 <p><b>Preparation</b> 1. Write the poem <i>Old, Old Ogo Cooks</i> on the board.  2. Write the family words on the board.</p>
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Note: In this lesson we will talk about families. Some pupils may have lost members of their families. Be sensitive to their feelings. Keep a look out for any pupils who might be feeling distressed. Talk to them after the class if needed.

**Opening (3 minutes)**

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board.
3. **Say:** Let's revise. Say our poem from the last lesson *Old, Old Ogo Cooks*.
4. Pupils say the poem and do the actions. Help them if they need it.
5. **Say:** Today we will talk about our families.

**Introduction to the New Material (10 minutes)**

1. **Say:** Let's read our poem again. Point to the words. The pupils read with you.
2. **Say:** Ogo is an old lady. She is very old.
3. **Ask:** Is there someone old in your family? Raise your hands.
4. Point to a pupil. Let them answer: grandmother or grandfather. They can say the words in their own language.
5. **Say:** In English, we say 'grandmother' and 'grandfather.' Say the words with me. The pupils say the words with you.
6. **Ask:** Who has a grandmother or grandfather? Raise your hands.
7. Choose 3 pupils to tell you the name of their grandparent.
8. **Ask:** Who else is in your family? Raise your hands.
9. Allow pupils to say the names of different family members. For example: mother, father, brother, sister, aunt, uncle.
10. Repeat the words. **Say:** Say the words with me. 'mother,' 'father,' 'brother', 'sister', 'aunt', 'uncle'.
11. **Say:** We call this our family.

**Guided Practice** (10 minutes)

1. Write the words: family, mother, father, brother, sister, grandmother, grandfather, aunt, uncle on the board.
2. Point to the word 'family.' **Say:** This word is 'family'. Say it with me.
3. Repeat the word three times. **Ask:** What does this word say? (Answer: family)
4. Repeat step 2 for the other words on the board.

**Independent Practice** (10 minutes)

1. Tell pupils to make pairs.
2. **Say:** Tell each other about your families. You can talk about people who live in your home or family members who live far away. You can also talk about people you love.
3. Explain this in the local language if needed.
4. If it is possible, walk around the room checking that pupils are doing the activity. Help them by asking questions like 'Who else is there? What is your brother's name?' etc.
5. **Ask:** Do you want to tell us about your family? Choose two pupils to tell the class.

**Closing** (2 minutes)

1. **Say:** Class, listen. You did well.
2. **Ask:** What did we learn today? (Answer: about our families)
3. **Say:** Very good. Thank you, class.

[*POEM: OLD, OLD OGO COOKS*] From Class 1 Teacher's Guide: Using the Reading Supports (RaISES Education Project)

Old, old, Ogo cooks.

Ogo cooks

Okra soup.

Okra is a slippery soup.

<b>Lesson Title:</b> Storytelling	<b>Theme:</b> Storytelling; Letter Work: Oo	
<b>Lesson Number:</b> L-01-098	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to retell a story in their own language, showing beginning &amp; ending of events in a story (verbally, acting or drawing).</p>		<p><b>Teaching Aids</b> 1. Draw or find three pictures for Fatu's story (a plate of fish, a boy yawning, a boy rubbing his stomach) 2. Alphabet strip (if you have one)</p>		<p><b>Preparation</b> 1. Draw the pictures for the story on card or the board. 2. Write the alphabet on the board if you don't have an alphabet strip.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board.
3. **Say:** Let's revise. Say the alphabet letters. Point to the chart.
4. **Say:** Today we will tell stories.

### Introduction to the New Material (10 minutes)

1. **Say:** I will tell you a story. Listen carefully.
2. Tell the pupils the story about Fatu's party in their own language.
3. Show the pupils the first picture.  
**Say:** In English we say: Fatu had a party. He asked his friends. There was fish to eat.
4. Say the words slowly and clearly. **Say:** This is the **beginning** of the story.
5. Show the pupils the second picture.  
**Say:** In English we say: Otolo woke up late. He got to the party late. The fish was finished.
6. Say the words slowly and clearly. **Say:** This is the **middle** of the story.
7. Show the pupils the third picture.  
**Say:** In English we say: Otolo went home hungry.
8. Say the words slowly and clearly. **Say:** This is the **end** of the story.
9. Point to the pictures in order. **Say:** beginning, middle, end.
10. Explain the meaning of 'beginning', 'middle' and 'end' in the local language.

### Guided Practice (10 minutes)

1. Write the words: 'beginning', 'middle' and 'end' on the board next to the correct pictures on the board, or stick the pictures above the words.
2. **Say:** Read with me – beginning, middle, end. The pupils repeat the words with you three times.
3. Point to the first picture. **Ask:** Who can tell me the beginning of the story in your own language? Raise your hands.
4. Choose a pupil to tell the beginning of the story. **Say:** In English we say 'beginning.'
5. Repeat step 2 for the other pictures. Say the words 'middle' and 'end' clearly.

**Independent Practice** (10 minutes)

1. Tell the class to get into pairs.
2. **Say:** Tell your partner the whole story in your own language. Take turns.
3. Walk around and listen to the pupils. Help those groups that need help.
4. Ask all the pupils:
  - a) What happened at the **beginning** of the story? The pupils tell you in their own language.
  - b) What happened in the **middle**? The pupils tell you in their own language.
  - c) What happened at the **end**? The pupils tell you in their own language.
5. **Say:** Open your exercise books. **Say:** Draw your favourite part of the story.

**Closing** (2 minutes)

1. **Say:** Class, listen. You told the story well.
2. **Say:** Very good. Thank you, class.

[*STORY: FATU'S PARTY*] by Deborah Avery, based on RAlSES Alphabet Chants

Fatu had a party. He asked his friends. There was fish to eat.

Otolo woke up late. He got to the party late. The fish was finished.

Otolo went home hungry.

<b>Lesson Title:</b> Oo Words	<b>Theme:</b> Storytelling; Letter Work: Oo	
<b>Lesson Number:</b> L-01-099	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw words beginning with 'Oo'.</p>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Alphabet strip (if you have one)</li> <li>2. Pictures of simple words beginning with O - Octopus, oval, orange</li> <li>3. An exercise book (for the teacher)</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Draw simple pictures of words beginning with 'Oo' - Octopus, oval , orange - on the board.</li> <li>2. Get an exercise book.</li> <li>3. Put up the alphabet strip or write the alphabet on the board.</li> </ol>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board.
3. Ask pupils if they can remember the letter of the week.
4. Have pupils raise their hands to answer. Pupils can say the letter, say a word beginning with the letter, or point to the letter on the alphabet strip (if you have one).
5. Write uppercase 'O' on the left hand side of the board, and lowercase 'o' on the right hand side of the board.
6. Say the letter. Pupils repeat 3 times.
7. Tell the pupils that today they will learn about words beginning with the letter 'Oo'.

### Introduction to the New Material (10 minutes)

1. Point to the uppercase 'O' on the board. Explain that uppercase 'O' is used at the beginning of the names of people or places.
2. Write the name 'Ogo' next to uppercase 'O' to give an example.
3. Say the name and point to the letter 'O'.
4. Write the word 'October' next to the uppercase 'O.'
5. Say October and point to the uppercase 'O'.
6. **Ask:** Can you say more names beginning with this letter? Raise your hands.
7. Choose some pupils to give answers and write one suggestion on the board (Example answer: Otolo).
8. Say the name and point to the letter 'O'.
9. Point to the lowercase 'o' on the board. Write these words next to the letter: octopus, oval, orange.
10. Say the words and point to the letter 'o'. Explain in the local language if needed.
11. **Ask:** Can you say more words beginning with this letter? Raise your hands!
12. Choose some pupils to give answers and write two suggestions on the board (Example answers: over, on). Say the words and point to the letter 'o'.
13. Point to the word 'orange' and point to the picture of the orange.

14. **Say:** Orange. Pupils repeat.
15. Repeat this process for all the words - octopus, oval.

#### **Guided Practice** (8 minutes)

1. Clean the left hand side of the board (the uppercase 'O' and the names of people and places).
2. **Say:** Let's play a game.
3. On the left hand side of the board, quickly draw an orange.
4. **Ask:** What is this? Raise your hands!
5. Choose a pupil to give the answer.
6. Quickly draw a simple picture of another one of the words (e.g. octopus).
7. **Ask:** What is this? Raise your hands!
8. Choose a pupil to give the answer.
9. Repeat with oval.

#### **Independent Practice** (12 minutes)

1. Write uppercase 'O' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'O' in the air with your fingers.
3. Write lowercase 'o' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'o' in the air with your fingers.
5. Have pupils model and repeat 2-3 times.
6. Hold up your exercise book. Open the exercise book. Point to the top of a page.
7. **Say:** Write letter 'O' at the top of the page.
8. Give pupils time to write 'O' on the top of the page.
9. Ask them to hold up their exercise books for you to check.
10. **Say:** Draw 3 things that begin with the letter 'O'.
11. Show the pictures or point to the pictures on the board as examples.
12. If possible, walk around the room and check that pupils are drawing pictures. Ask pupils what they are drawing, praise pupils.
13. Tell pupils to show their pictures to the pupils around them. They can ask each other: What is this? What is that?

#### **Closing** (2 minutes)

1. **Say:** Class. Be quiet and look at me.
2. **Ask:** What did we learn today? (Answer: Words starting with 'Oo')
3. Tell the class that you liked their pictures.
4. Tell pupils to keep the pictures to remember the words.
5. **Say:** Very good. Thank you, class.

<b>Lesson Title:</b> Directionality	<b>Theme:</b> Storytelling; Letter Work: Oo	
<b>Lesson Number:</b> L-01-100	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to show left – right progression and top – bottom progression of a book or text.</p>		<p><b>Teaching Aids</b> The poem <i>Old, Old Ogo Cooks</i> (at the end of the lesson plan)</p>		<p><b>Preparation</b> Write the poem in the middle of the board.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board.
3. **Say:** Let's review. Say the poem for the week '*Old, Old Ogo Cooks*' with the pupils. Point to the words as you read.
4. **Say:** Today we will practice reading from top to bottom and left to right.

### Introduction to the New Material (10 minutes)

1. **Say:** Listen to me, class. Raise your **left** hand.
2. Demonstrate to the class. Hold up your left hand.
3. The pupils hold up their left hands. Check that they are correct.
4. **Say:** Raise your **right** hand.
5. Demonstrate to the class. Hold up your right hand.
6. The pupils hold up their right hands. Check that they are correct.
7. **Say:** When we read, we read from left to right.
8. Turn your back to the class. Demonstrate moving your writing hand from left to right.
9. **Say:** Do it with me: Left to right.
10. The pupils move their hand from left to right. They say the words 'Left to right.' Repeat 3 times.
11. **Say:** Put your hands above your head.
12. Demonstrate to the class. The pupils copy you.
13. **Say:** Top-top-top. Say 'top' with me. The pupils copy you.
14. **Say:** Put your hands near the floor.
15. Demonstrate to the class. The pupils copy you.
16. **Say:** bottom-bottom-bottom. Say 'bottom' with me. The pupils copy you.
17. **Say:** When we read, we read from top to bottom.
18. Demonstrate moving your writing hand from top to bottom. **Say:** Do it with me: Top to bottom.
19. The pupils move their hand from top to bottom. They say the words 'Top to bottom'. Repeat 3 times.

### Guided Practice (10 minutes)

1. Point to the poem on the board. Read the poem and point to the words from left to right.
2. **Ask:** Which side do we start to read? Raise your hands.
3. Choose a pupil to answer. (Answer: Left)
4. **Ask:** Which side do we stop? Raise your hands.

5. Choose a pupil to answer. (Answer: Right.)
6. Write the word 'left' on the left of the poem. Write the word 'right' on the right of the poem.
7. Point to the word 'left'. **Say:** Left – left – left. Point to the word 'right.' **Say:** Right – right – right.
8. Read the poem again. Point to the lines from top to bottom.
9. **Ask:** Where do we start to read? Raise your hands. Choose a pupil to answer. (Answer: Top)
10. **Ask:** Where do we stop? Raise your hands. Choose a pupil to answer. (Answer: Bottom.)
11. Write 'top' at the top of the poem. Write the word 'bottom' at the bottom of the poem.
12. Point to the word 'top.' **Say:** Top – top - top. Point to the word 'bottom.' **Say:** bottom – bottom – bottom. Pupils repeat three times.
13. **Say:** Let's read the whole poem from top to bottom and left to right. Point to the words as you read. The class reads with you.

### **Independent Practice** (10 minutes)

1. **Say:** Open your exercise books. Open on a new page.
2. **Say:** Write the word 'top' at the top of the page. Demonstrate on the board. Check that the pupils have done it correctly.
3. **Say:** Write the word 'bottom' at the bottom of the page. Demonstrate on the board. Check that the pupils have done it correctly.
4. **Say:** Write the word 'left' at the left of the page. Demonstrate on the board. Check that the pupils have done it correctly.
5. **Say:** Write the word 'right' at the right of the page. Demonstrate on the board. Check that the pupils have done it correctly.
6. **Say:** Copy the poem 'Old, Old Ogo Cooks' on your page. Write from top to bottom. Start on the left. Write from left to right.
7. Walk around and help the learners who need help.

### **Closing** (2 minutes)

1. **Say:** Class. Be quiet and look at me.
2. **Ask:** What did we learn today? Raise your hands.
3. Choose 1-2 pupils to answer. (Answer: To write from top to bottom and left to right.)
4. **Say:** Very good. Thank you, class.

[*POEM: OLD, OLD OGO COOKS*] From Class 1 Teacher's Guide: Using the Reading Supports (RaISES Education Project).

Old, old, Ogo cooks.

Ogo cooks

Okra soup.

Okra is a slippery soup.

<b>Lesson Title:</b> Songs and Poems	<b>Theme:</b> Sounds and Parts of Speech Letter Work: Pp	
<b>Lesson Number:</b> L-01-101	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to track the lines of a familiar song.		<b>Teaching Aids</b> Song <i>One, Two - I Love Foo Foo</i> (at the end of the lesson plan)		<b>Preparation</b> Write the poem <i>One, Two - I Love Foo Foo</i> on the board.
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board.
3. **Say:** Let's revise. Count from one to ten with me. Clap as you count.
4. **Say:** Today we will sing and read a song we already know.

### Introduction to the New Material (10 minutes)

1. **Ask:** What food do you like best? Raise your hands.
2. Choose three pupils to tell the class their favourite foods. Write the names of the foods on the board.
3. **Ask:** Do you like rice? Raise your hands.
4. Write 'rice' on the board.
5. **Ask:** Do you like foo foo? Raise your hands.  
Write 'foo foo' on the board.
6. **Ask:** Do you remember our song 'One, two – I love foo foo'? Point to the words on the board.
7. **Say:** Let's sing the song together.
8. Point to each line as you sing the song with the class. Do this three times.
9. **Ask:** Who can show us where to begin reading? Raise your hands.
10. Choose a pupil to point to the top left corner of the song.
11. **Say:** Say with me. We read from top to bottom and left to right.
12. Point to the song. Demonstrate top to bottom, left to right.
13. Divide the class into two, left and right.
14. **Say:** When I point to pupils on the right, you sing the first line.
15. Point to the pupils on the right. Point to line 1.
16. **Say:** 'One, two.' Pupils on the right sing 'One, two.'
17. Point to the pupils on the left. **Say:** You sing the next line. Point to line 2.
18. **Say:** 'I love foo foo.' Pupils on the left sing 'I love foo-foo.'
19. Repeat with the other lines of the song.

### Guided Practice (10 minutes)

1. **Say:** Let's play a game. I will sing a line of the song. You look and see which line I am singing.
2. **Sing:** 'I love foo foo.'
3. **Ask:** Can you point to the line I am singing on the board? If no one can do it, show them the line.
4. **Sing:** 'Seven, eight.'

5. **Ask:** Can you point to the line I am singing on the board?
6. Repeat with all the lines of the song.
7. **Say:** Now let us sing the song again. Point to the words as the pupils sing with you.

**Independent Practice** (10 minutes)

1. Tell pupils to make pairs. One
2. Tell pupils to sing the song together in their pairs.
3. **Say:** One pupil must sing the numbers. The other pupil must sing about the foods.
4. Check pupils understand the instructions. If not demonstrate with one pair first.
5. If it is possible, walk around the room checking that pupils are doing the activity. Help them with the words if they can't remember.

**Closing** (2 minutes)

1. **Say:** Class, listen. Let us sing the song again. Point to the song on the board.
2. **Say:** Very good. Thank you, class.

[SONG: ONE, TWO, I LOVE FOO-FOO] From RaISES Reader Class One, Page 8

One, two -

I love Foo Foo.

Three, four –

I want more.

Five, six -

Saucy mix;

Seven, eight –

On my plate.

Nine, ten –

Eat again!

<b>Lesson Title:</b> Letter Work: Pp	<b>Theme:</b> Sounds and Parts of Speech Letter Work: Pp	
<b>Lesson Number:</b> L-01-102	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the letter 'Pp' on the alphabet strip, in this week's poem and in their names.</p>	 <p><b>Teaching Aids</b> 1. Poem <i>Papa Likes Pepper</i> (at the end of the lesson plan) 2. Alphabet strip (if you have one). 3. Sheets of paper with pupils' names.</p>	 <p><b>Preparation</b> 1. Write the poem <i>Papa Likes Pepper</i> on the board. 2. Prepare the alphabet strip/write the alphabet on the board. 3. Take out the sheets of paper with pupil names.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board.
3. **Say:** Let's revise. Let's say the days of the week. Chant or sing the days of the week in order.
4. **Say:** Today we will learn to say a poem called '*Papa Likes Pepper*' and learn about the letter 'Pp'.

### Introduction to the New Material (10 minutes)

1. Show the alphabet strip/ alphabet on the board. **Say:** Look at this. What is this?
2. Some pupils might remember. If not, **Say:** alphabet.
3. Point to the letter 'Pp'.
4. **Say:** This is 'p'.
5. Point to uppercase 'P'. **Say:** 'This is uppercase 'P'!' This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'p'. **Say:** 'This is lowercase 'p'!' This is used at all other times.
7. Say the name of the letter, 'p' and then the sound of the letter /p/.
8. Repeat after me. **Say:** P-/p/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a poem.
10. Point to the poem.
11. Read the poem. Point to each word as you read it.
12. Explain the meaning of the poem in the local language, if needed.
13. Read it again.

### Guided Practice (10 minutes)

1. **Say:** Can you see the uppercase letter 'P' or lowercase letter 'p' in the poem?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'P'. Pupils raise their hands.
4. Have 6-8 volunteers to come to the board.
5. Give them a piece of chalk and ask them to circle the letter 'P' in one word in the poem.

6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter. They can also help the person on the board.

**Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'p'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'P' three times. Explain how they should make the shapes to draw uppercase 'P'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'p' three times. Explain how they should make the shapes to draw lowercase 'p'.
7. Have pupils copy you 3 times and say the letter out loud.
8. **Say:** Turn to your partner and say 2 words that begin with the /p/ sound. You can use words from the poem or think of your own words. (Example answers: papa, pot)
9. Distribute the paper with pupil names to them. Give them 1 minute to look at it and stand up if their name has the letter 'p' in it.
10. Check if pupils are recognising the letter correctly and standing.

**Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Pp' on the board.
4. **Say:** This is letter 'Pp'. Repeat after me. P-/p/.
5. Pupils say the name and the sound.
6. Tell pupils to bring their exercise books tomorrow.
7. Collect the sheets of paper with pupils' names and store them safely to use for future lessons.

[*POEM: PAPA LIKES PEPPER*] From Class 1 Teacher's Guide: Using the Reading Supports (RaISES Education Project)

Papa likes

Pepper;

Pepper, pepper,

Plenty, plenty hot!

<b>Lesson Title:</b> Demonstrative Pronouns	<b>Theme:</b> Sounds and Parts of Speech Letter Work: Pp	
<b>Lesson Number:</b> L-01-103	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use simple phrases to describe objects or events (this, that, those, these).</p>		<p><b>Teaching Aids</b> 1. Alphabet poem <i>Papa Likes Pepper</i> (at the end of the lesson)  2. Real items or pictures of spices like pepper, salt, ginger, chilli or chilli powder, ketchup (tomato sauce)</p>		<p><b>Preparation</b> 1. Write <i>Papa Likes Pepper</i> on the board.  2. Collect spices or draw pictures of spices.  3. Write 'this', 'that', 'those', 'these' on the board.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board.
3. **Say:** Let's revise. Say '*Papa Likes Pepper*' together.
4. Point to the words on the board. The pupils say the words.
5. **Say:** Today we will learn some new words.

### Introduction to the New Material (10 minutes)

1. Point to the window. **Say:** This is a window.
2. Point to the door. **Say:** That is a door.
3. Emphasise the underlined words. Explain in the local language if needed.
4. Write the words 'this' and 'that' on the board.
5. **Say:** This – that – this – that – this – that. Pupils repeat.
6. **Say:** This is for things close by. Point downwards with your index finger. That is for things far away. Point with your index finger towards the back of the class.
7. Point to the window. **Ask:** What is this?
8. Guide pupils to say: 'This is a window.'
9. Point to the door. **Ask:** What is that?
10. Guide pupils to say: 'That is a door.'
11. Bring three pencils to the front. Put three rulers at the back.
12. Point to the pencils. **Say:** These are pencils.
13. Point to the rulers. **Say:** Those are rulers.
14. Write the words 'these' and 'those' on the board.  
**Say:** These – those – these – those – these – those. Pupils repeat.
15. **Say:** These is for things close by. Point downwards with your index finger. Those is for things far away. Point with your index finger towards the back of the class.
16. Point to the pencils. **Ask:** What are these? Guide pupils to say: 'These are pencils.'  
Point to the rulers. **Ask:** What are these? Guide pupils to say: 'Those are rulers.'

### **Guided Practice** (10 minutes)

1. **Ask:** Who can tell me what pepper is? Raise your hand.
2. Choose a pupil to answer. If no one can answer **Say:** Pepper is a spice we put on food.
3. **Ask:** What else do we put on food? Raise your hand.
4. Pupils can respond with different answers. (Example answers: salt, chilli, ginger, lime juice.)
5. Show the pupils the spices or pictures of spices.
6. **Ask:** What are these? The pupils name the spices.
7. Put the pepper near to you. Put the salt on the front desk.
8. Point to the pepper. **Say:** This is pepper.
9. Point to the salt. **Say:** That is salt.
10. **Say:** Point and say with me: This is pepper. That is salt. The pupils copy you.
11. Point to the pepper. **Ask:** What is this?
12. Guide pupils to say: 'This is pepper.'
13. Point to the salt. **Ask:** What is that?
14. Guide pupils to say: 'That is salt.'
15. Put the pepper, ginger and chilli (or pictures of them) together, or circle them on the board.
16. **Say:** These are hot and spicy.
17. Put the salt and ketchup together on the front desk – or underline them on the board.
18. **Say:** Those are salty. Point and say with me: These are hot. Those are salty. The pupils copy you.
19. Point to the hot group. **Ask:** What are these?
20. Guide pupils to say: 'These are hot.'
21. Point to the salty group. **Ask:** What are those?
22. Guide pupils to say: 'Those are salty.'

### **Independent Practice** (10 minutes)

1. Tell pupils to open their exercise books.
2. **Say:** Write the new words (these, that, those, this) into your books three times.
3. Walk around the room checking that pupils are doing the activity. Help pupils write the words.

### **Closing** (2 minutes)

1. **Ask:** What did we learn today?
2. Have pupils raise their hand to answer. (Example answers: this, that, these, those)
3. **Say:** Very good. Thank you, class.

[*POEM: PAPA LIKES PEPPER*] From Class 1 Teacher's Guide: Using the Reading Supports (RaISES Education Project)

Papa likes

Pepper;

Pepper, pepper,

Plenty, plenty hot!

<b>Lesson Title:</b> Pp Words	<b>Theme:</b> Sounds and Parts of Speech Letter Work: Pp	
<b>Lesson Number:</b> L-01-104	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw words beginning with 'Pp'.</p>	 <p><b>Teaching Aids</b> 1. Alphabet strip (if you have one)  2. Pictures of simple words beginning with P - pot, person, pig, pencil, paper  3. An exercise book (for the teacher)</p>	 <p><b>Preparation</b> 1. Draw simple pictures of words beginning with 'Pp' - pot, person, pig, pencil, paper - on the board.  2. Get an exercise book.  3. Put up the alphabet strip or write the alphabet on the board.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board.
3. **Ask:** Can you remember the letter of the week?
4. Have pupils raise their hands to answer. Pupils can say the letter, say a word beginning with the letter, or point to the letter on the alphabet strip (if you have one).
5. Write uppercase 'P' on the left hand side of the board, and lowercase 'p' on the right hand side of the board.
6. Say the letter. Pupils repeat 3 times.
7. **Say:** Today we will learn about words beginning with the letter 'Pp'.

### Introduction to the New Material (10 minutes)

1. Point to the uppercase 'P' on the board. Explain that uppercase 'P' is used at the beginning of the names of people or places.
2. Write the name 'Papa' next to uppercase 'P' to give an example.
3. Say the name and point to the letter 'P'.
4. Write the word 'Port Loko' next to the uppercase 'P'.
5. **Say:** Port Loko. Point to the uppercase 'P'.
6. **Ask:** Can you say more names beginning with this letter? Raise your hands.
7. Choose some pupils to give answers and write one suggestion on the board (Example answer: Patrick).
8. Say the name and point to the letter 'P'.
9. Point to the lowercase 'p' on the board.
10. Write these words next to the letter: pot, pig, pencil. Explain in the local language if needed.
11. Say the words and point to the letter 'p'.
12. **Ask:** Can you say more words beginning with this letter? Raise your hands!
13. Choose some pupils to give answers and write two suggestions on the board (Example answers: person, pink, pie).
14. Say the words and point to the letter 'p'.

15. Point to the word 'pot' and point to the picture of the pig.
16. **Say:** Pot. Pupils repeat.
17. Repeat this process for all the words - person, pig, pencil, paper.

#### **Guided Practice** (10 minutes)

1. Clean the left hand side of the board (the uppercase 'P' and the names of people and places).
2. **Say:** Let's play a game.
3. On the left hand side of the board, quickly draw a pot.
4. **Ask:** What is this? Raise your hands!
5. Choose a boy to give the answer.
6. Quickly draw a simple picture of a pig.
7. **Ask:** What is this? Raise your hands!
8. Choose a girl to give the answer.
9. Repeat with more of the words - person, pig, pencil, paper.

#### **Independent Practice** (10 minutes)

1. Write uppercase 'P' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'P' in the air with your fingers.
3. Write lowercase 'p' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'p' in the air with your fingers.
5. Have pupils model and repeat 2-3 times.
6. Hold up your exercise book. Open the exercise book. Point to the top of a page.
7. **Say:** Write letter 'P' at the top of the page.
8. Give pupils time to write 'P' on the top of the page.
9. Ask them to hold up their exercise books for you to check.
10. **Say:** Draw 3 things that begin with the letter 'P'.
11. Show the pictures or point to the pictures on the board as examples.
12. If possible, walk around the room and check that pupils are drawing pictures. Ask pupils what they are drawing, praise pupils.
13. Tell pupils to show their pictures to the pupils around them. They can ask each other: What is this? What is that?

#### **Closing** (2 minutes)

1. **Say:** Class. Be quiet and look at me.
2. **Ask:** What did we learn today? (Answer: Words starting with 'Pp')
3. Tell the class that you liked their pictures.
4. Tell pupils to keep the pictures to remember the words.
5. **Say:** Very good. Thank you, class.

<b>Lesson Title:</b> Phonemic Awareness	<b>Theme:</b> Sounds and Parts of Speech Letter Work: Pp	
<b>Lesson Number:</b> L-01-105	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write sounds of letters in one-syllable words.		<b>Teaching Aids</b> Word cards or the words written on the board - pen, sit, pan, dog, bus, pig, and cat.		<b>Preparation</b> Make word cards of one syllable, 3-letter words (or write the words on the board): pen, sit, pan, dog, bus, pig, and cat.
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board.
3. **Ask:** Can you remember the letter of the week? Raise your hand.
4. Choose 2-3 pupils to answer. Pupils can say the letter, say a word beginning with the letter, or point to the letter on the alphabet strip (if you have one).
5. Tell the pupils that today they will learn to listen to sounds in words.

### Introduction to the New Material (10 minutes)

1. Write the word 'pot' on the board.
2. **Say:** Read this word with me. P-o-t, pot. The pupils repeat the word three times.
3. **Ask:** What letter is at the beginning of 'pot'? Raise your hand. Say the word again slowly and clearly.
4. Choose one pupil to say 'P'?
5. **Ask:** What sound can you hear when I say 'pot'? Raise your hand.
6. Choose a pupil to reply 'p'. Say: That's right: p – p – p – p - p'.
7. Draw a line under the letter p on the board.
8. **Ask:** What sound do you hear after p? p-o-t, pot, pot. Say the sound 'o' clearly.
9. Some pupils will be able to answer 'o'. If not, tell the class it is 'o.'
10. **Say:** o – o – o – o. Draw a line under the letter 'o' on the board.
11. **Ask:** What sound do you hear at the end of 'pot'? p-o-t, pot, pot. Say the 't' sound very clearly.
12. Some pupils will be able to answer 't'. If not, tell the class it is 't.'
13. **Say:** t – t – t – t Draw a line under the letter 't' on the board.
14. **Say:** Let us say the word 'pot' together. Listen to the sounds.
15. Say it slowly. The pupils repeat the word with you
16. Say it a bit faster. The pupils repeat the word with you
17. Say it fast – pot – pot – pot! The pupils repeat the word with you.

### Guided Practice (10 minutes)

1. Show the class the first word card or point to the word 'pen' on the board.
2. **Ask:** What does the word say? Raise your hand.
3. Choose a pupil to answer. (Answer: Pen)
4. **Ask:** What sound is at the beginning? Raise your hand.

5. Some pupils may be able to answer – ‘p.’
6. **Say:** That’s right. P – p – p.
7. **Ask:** Who will come and draw a line under ‘p’? Raise your hand.
8. Choose a pupil to come and underline the letter ‘p.’
9. **Ask:** What sound is in the middle? Raise your hand.
10. Choose a pupil to answer. (Answer: e)
11. **Say:** That’s right. e – e – e.
12. **Ask:** Who will come and draw a line under ‘e’? Raise your hand.
13. Choose a pupil to come and underline the letter ‘e.’
14. **Ask:** What sound is at the end? Raise your hand.
15. Choose a pupil to answer. (Answer: n)
16. **Say:** That’s right. n – n – n.
17. **Ask:** Who will come and draw a line under ‘n’? Raise your hand. Choose a pupil to come and underline the letter ‘n.’
18. **Ask:** What is a pen? Raise your hand.
19. Choose a pupil to answer. (Answer: A pen is something you write with.)
20. Draw a picture of a pen next to the word.
21. Repeat for the other one-syllable words.

#### **Independent Practice** (10 minutes)

1. **Say:** Open your exercise books. Choose five words from the board. Write them in your book. Draw a picture for each word.
2. Walk around the room and check that pupils are drawing pictures.
3. As they draw **Ask:** What is this? What is that? Talk and praise about the drawings.
4. Tell pupils to share their words and pictures to the pupils around them.
5. They can ask each other:
  - What sound is at the beginning?
  - What sound is in the middle?
  - What sound is at the end?

#### **Closing** (2 minutes)

1. **Say:** Class. Be quiet and look at me.
2. **Ask:** What did we learn today? Raise your hand.
3. Choose 2-3 pupils to answer. (Example answer: How to listen for sounds in words.)
4. Write the word ‘cat’ on the board.
 

**Ask:** What sound is at the beginning? Pupils answer together: c

**Ask:** What sound is in the middle? Pupils answer together: a

**Ask:** What sound is at the end? Pupils answer together: t
5. **Say:** Very good. Thank you, class.

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Stories: Characters, Scenes and Titles; Letter Work: Qq	
<b>Lesson Number:</b> L-01-106	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to name and describe the main character of a familiar story.</p>		<p><b>Teaching Aids</b> A book of the story <i>Samuel and His Long Legs</i> (at the end of the lesson plan).</p>		<p><b>Preparation</b> Make a book of the story. Fold a piece of paper in half. Write the title on the front and the name of the author. Write the story inside. Use the back page for the end of the story. Draw simple pictures on each page. Write page numbers.</p>
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### Opening (3 minutes)

1. Greet the class. **Ask:** What day is it today? Pupils answer. Write the name of the day on the board.
2. **Say:** Let's remember some words. Raise your hands to guess the answer.
3. **Ask:** What is this? Do an action for 'hot' (Answer: hot).
4. **Ask:** What is the first letter? (Answer: h).
5. **Ask:** What is this? Do an action for 'jump'. (Answer: jump).
6. **Ask:** What is the first letter? (Answer: j).
7. Repeat for these words: arm, leg, toes, nose, long
8. Explain words in local language as needed.
9. Tell pupils that today we will read a story about a boy with long arms. We will describe the main character.

### Introduction to the New Material (10 minutes)

1. Hold up the book. Have pupils raise their hands to answer questions.
2. **Ask:** What is this? (Answer: a book)
3. **Ask:** Do you remember the lesson about books? What do you remember? Raise your hands.
4. Call on 3 pupils to give their ideas. (Example answer: Books should be kept clean; books are read from top to bottom, left to right; books have front covers).
5. Hold up the book. Show the front cover.
6. Explain that this is the front cover. There is a title and the author on the front cover. Point to the title and author.
7. Open the book. Explain that there are page numbers, writing and pictures. Point to these.
8. **Ask:** Where do we start reading? (Answer: page 1).
9. **Ask:** Do you want to read this story? Pupils say: yes.  
**Say:** I can't hear you. Hold you hand to your ear. Pupils say: yes, loudly.
10. **Say:** Let's read. Listen carefully. Be quiet.
11. Put your finger to your lips to show quiet.
12. Read the story. Read the words slowly.
13. Do actions for hot, tall, jump, run, long and see. Point to your body for arm, legs, nose, fingers and toes. Explain in the local language as needed.

14. Read the story again with actions and pointing.

**Guided Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. Tell them to listen to the story again very carefully.
3. After the story, tell pupils that you will ask a questions which they must discuss.
4. Ask the question in English first. If it is difficult for pupils to understand, ask the question in your own language.
5. After discussing each question, have 1-2 pairs volunteer to share their answer with the rest of the class.
6. Read the story again with actions and pointing.
7. Questions:
  - a) What is his name? (Answer: Samuel)
  - b) How old is Samuel? (Answer: He is 12.)
  - c) Does Samuel live in Kenema? (Answer: No. He lives in Makeni.)
  - d) Is Samuel short? (Answer: No, he is tall.)
  - e) What does Samuel look like? (Answer: He has long legs, long arms, long fingers and long toes.)
  - f) What can he do? (Answer: He can jump and run.)
  - g) How many fish can he see? (Answer: 45.)
  - h) Is he happy? (Answer: Yes).
  - i) Why is he happy? (Answer: Because he can run fast and jump high.)
8. **Say:** Very good. Read the story again. Guide pupils to act and say the words with you.

**Independent Practice** (10 minutes)

1. Write 'Samuel' on the board.
2. **Say:** Open your exercise books. Draw a picture of Samuel. Write his name and age.
3. Ask pupils to label the picture with the words: arm, leg, finger, toes, nose. Write these words on the board for pupils to copy if they need to.
4. Have a few pupils volunteer to show their pictures to the class.

**Closing** (2 minutes)

1. Do the actions for quiet and look at me. **Say:** Be quiet. Look at me.
2. Ask pupils the questions at the end of the story. Pupils answer together.
3. **Say:** Very good. We are reading a book.

[*STORY: SAMUEL AND HIS LONG LEGS*] by Karen Waterston

This is Samuel. He is from Makeni. He is 12 years old. He goes to the big school. It is hot in Makeni. Samuel is very tall. He has long arms. He has long legs and a long nose. He has long fingers and long toes. He can run very fast. He can jump very high. He can jump so high, he can see over his house. He can see fish in the river. He can see 45 fish! He is very happy because he can jump high and run fast. Can you jump high? Can you run fast? Can you see the fish in the river?

<b>Lesson Title:</b> Letter Work: Qq	<b>Theme:</b> Stories: Characters, Scenes and Titles Letter Work: Qq	
<b>Lesson Number:</b> L-01-107	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the letter 'Qq' on the alphabet strip, in this week's story and in their names.</p>	 <p><b>Teaching Aids</b> 1. Alphabet strip (if you have one) 2. Letter 'Qq' story (at the end of the lesson plan) 3. Some pieces of chalk 4. Sheets of paper with pupils' names</p>	 <p><b>Preparation</b> 1. Write the Letter 'Qq' story (at the end of the lesson plan) on the board or on a paper chart. 2. Prepare an alphabet strip or write the alphabet on the board. 3. Take out the sheets of paper with pupil names.</p>
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### Opening (3 minutes)

1. Greet the class. **Ask:** What day is it today? Pupils answer. Write the name of the day on the board.
2. Say: Let's remember some letters. **Ask:** What is this? Write 'g' on the board.
3. **Ask:** What words begin with 'g'? Pupils answer.
4. **Ask:** What words begin with 'c'? Pupils answer.
5. Write uppercase B on the board. Write lower case b on the board.
6. Point to B. **Ask:** Is this the lowercase letter? Pupils say: No.
7. **Ask:** When do we use the uppercase letter? (Answer: For names and at the beginning of a sentence.)
8. Tell pupils that today they are going to look at 'Qq'.

### Introduction to the New Material (10 minutes)

1. Show the alphabet strip/ alphabet on the board. **Say:** Look at this. What is this?
2. Some pupils might remember. If not, **Say:** alphabet.
3. Point to the letter 'Qq'.
4. **Say:** This is 'q'.
5. Point to uppercase 'Q'. **Say:** 'This is uppercase 'Q'!' This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'q'. **Say:** 'This is lowercase 'q'!' This is used at all other times.
7. Say the name of the letter, 'q' and then the sound of the letter /q/.
8. Repeat after me. **Say:** Q-/q/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a story.
10. Point to the story.
11. Read the story. Point to each word as you read it.
12. Explain the meaning of the story in the local language, if needed.
13. Read it again.

### **Guided Practice** (10 minutes)

1. **Say:** Can you see the uppercase letter 'Q' or lowercase letter 'q' in the story?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'Q'. Pupils raise their hands.
4. Have 6-8 volunteers to come to the board.
5. Give them a piece of chalk and ask them to circle the letter 'Q' in one word in the story.
6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter. They can also help the person on the board.

### **Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'q'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'Q' three times. Explain how they should make the shapes to draw uppercase 'Q'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'q' three times. Explain how they should make the shapes to draw lowercase 'q'.
7. Have pupils copy you 3 times and say the letter out loud.
8. **Say:** Turn to your partner and say 2 words that begin with the /q/ sound. You can use words from the story or think of your own words. (Example answers: queen, quiet)
9. Distribute the paper with pupil names to them. Give them 1 minute to look at it and stand up if their name has the letter 'q' in it.
10. Check if pupils are recognising the letter correctly and standing.

### **Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Qq' on the board.
4. **Say:** This is letter 'Qq'. Repeat after me. Q-/q/.
5. Pupils say the name and the sound.
6. Tell pupils to bring their exercise books tomorrow.
7. Collect the sheets of paper with pupils' names and store them safely to use for future lessons.

[LETTER STORY: TEACHING LETTER Qq] From Class 1 Teacher's Guide: Using the Reading Supports (RaISES Education Project)

Quick! Quick!

Get in the queue.

Quiet in the queue.

Quiet in the queue.

<b>Lesson Title:</b> Titles	<b>Theme:</b> Stories: Characters, Scenes and Titles	
<b>Lesson Number:</b> L-1-108	<b>Class/Level:</b> 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to show the title of a book and relate it to the story.</p>	 <p><b>Teaching Aids</b> 1. Story book from the earlier lesson about Samuel and his long legs 2. Children’s books, if possible</p>	 <p><b>Preparation</b> 1. Bring the story book you made in the earlier lesson about Samuel and his long legs. 2. Collect some children’s story books, if possible.</p>
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**Opening (2 minutes)**

1. Greet the class. **Ask:** What day is it today? Pupils answer.
2. Write the name of the day on the board.
3. Hold up the story book about Samuel.
4. **Ask:** Can you remember the story about Samuel? What can you remember?
5. Pupils raise their hands and answer.
6. Tell pupils that they will learn about the title of a book and the story.

**Introduction to the New Material (10 minutes)**

1. Hold up the book. Look carefully and raise your hand to answer the questions.
2. Point to the title. **Ask:** What is this? Raise your hand!
3. Ask 1-2 pupils to answer (Answer: title).
4. Pupils might not remember the name in English. They can say it in their own language.
5. Point to the title. Read the title: Samuel and his long legs.
6. Explain that a title is important to help people know what the book is about. It is the name of the book. You have a name and I have name and the book has a name. Each book has a different name. Explain the title in the local language if needed.
7. Point to the author. Explain this is who wrote the book.
8. Open the book. Point to the words. Explain that this is the story.
9. Point to a picture of Samuel. **Ask:** Who is this? (Answer: Samuel)
10. Explain that the title is the name of the story.
11. Point to the title. **Ask:** Are these words big or small? (Answer: big)
12. Explain we have a big title on the front so people can see it very easily.
13. Open the book. Show the pictures. **Say:** The pictures help us to understand the story.
14. Point to the page numbers. **Say:** We have page numbers to show beginning and the end.
15. If you have other children’s books, show the titles, author and pages inside the books.

**Guided Practice (10 minutes)**

1. **Say:** Let’s make a book.
2. **Say:** Open your exercise book in the middle. Take out the middle page of your exercise books. If pupils have written on the middle pages, take out 1 page and fold it in half.
3. **Say:** This is your book.

4. Hold up the book you made. Show pupils the front cover. **Say:** Point to your front cover. Pupils hold their paper up and point to the front.
5. **Say:** We will write a story about our family.
6. **Say:** Let's begin with the title and author.
7. Write 'My family' on the board.

**Independent Practice** (10 minutes)

1. **Say:** Write the title on the front cover. Write it very big.
2. **Say:** Write your name or draw a picture of yourself on the front to show you have written the book.
3. Pupils copy the words 'My Family' from the board.
4. Pupils write their name/draw themselves under the title.
5. Pupils draw a picture of themselves on the front cover.

**Closing** (2 minutes)

1. **Say:** Very good class. We will draw the story in 2 days.
2. Collect the books and store them carefully to use later.
3. **Say:** Thank you class. Goodbye and see you tomorrow. Pupils respond.

[*STORY: SAMUEL AND HIS LONG LEGS*] by Karen Waterston

This is Samuel. He is from Makeni. He is 12 years old. He goes to the big school. It is hot in Makeni. Samuel is very tall. He has long arms and long legs. He has a long nose. He has long fingers and long toes.

He can run very fast. He can jump very high.

He can jump so high, he can see over his house.

He can see fish in the river. He can see 45 fish!

He is very happy because he can jump high and run fast.

Can you jump high? Can you run fast? Can you see the fish in the river?

<b>Lesson Title:</b> Qq Words	<b>Theme:</b> Stories: Characters, Scenes and Titles Letter Work: Qq	
<b>Lesson Number:</b> L-01-109	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw words beginning with 'Qq'.</p>	 <p><b>Teaching Aids</b> 1. Alphabet strip (if you have one)  2. Pictures of simple words beginning with Q - queen, quiet and question  3. An exercise book (for the teacher)</p>	 <p><b>Preparation</b> 1. Draw simple pictures of words beginning with 'Qq' - queen, quiet and question -on the board.  2. Get an exercise book.  3. Put up the alphabet strip or write the alphabet on the board.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board.
3. Ask pupils if they can remember the letter of the week.
4. Have pupils raise their hands to answer. Pupils can say the letter, say a word beginning with the letter, or point to the letter on the alphabet strip (if you have one).
5. Tell pupils that today they are going to draw words beginning with 'Qq'.

### Introduction to the New Material (10 minutes)

1. Point to the picture of a queen on the left side of the board.
2. Write 'Queen' next to it and point to the letter Q in it. Sound out the word as you write it.
3. **Say:** queen, queen, queen. Explain in the local language if needed.
4. Pupils repeat.
5. Point to the question mark on the left side of the board.
6. Write 'Question' next to it and point to the letter Q in it. Sound out the word as you write it.
7. **Say:** question, question, question. Explain in the local language if needed.
8. Pupils repeat.
9. Point to the picture of 'quiet' on the left hand side of the board.
7. Write 'Quiet' next to it and point to the letter Q in it. Sound out the word as you write it.
10. Act out the word 'quiet'.
11. **Say:** quiet, quiet, quiet. Explain in the local language if needed.
12. Pupils repeat.
13. Point to each picture and say the word.
14. Have pupils repeat.
15. Do an action for 'quiet'. **Ask:** What is this? Pupils say: quiet.

### Guided Practice (10 minutes)

1. Point to the drawing of a queen.

2. **Ask:** What is the first letter? Raise your hands!
3. Ask 1-2 pupils (Answer: q)
4. Point to the drawing of a question mark.
5. **Ask:** What is the first letter? Raise your hands!
6. Ask 1-2 pupils (Answer: q)
7. Do an action for 'quiet' and point to the picture on the board.
8. **Ask:** What is the first letter? Raise your hands!
9. Ask 1-2 pupils (Answer: q)
10. Point to the letter u after the letter q. Explain that 'q' and 'u' are often together. They like each other.

### **Independent Practice** (10 minutes)

1. Write uppercase 'Q' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'Q' in the air with your fingers.
3. Write lowercase 'q' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'q' in the air with your fingers.
5. Have pupils model and repeat 2-3 times.
6. Hold up your exercise book. Open the exercise book. Point to the top of a page.
7. **Say:** Write letter 'Q' at the top of the page.
8. Give pupils time to write 'Q' on the top of the page.
9. Ask them to hold up their exercise books for you to check.
10. **Say:** Draw 3 things that begin with the letter 'Q'.
11. Show the pictures or point to the pictures on the board as examples.
12. If possible, walk around the room and check that pupils are drawing pictures. Ask pupils what they are drawing, praise pupils.
13. Tell pupils to show their pictures to the pupils around them. They can ask each other: What is this? What is that?

### **Closing** (2 minutes)

1. **Say:** Class. Be quiet and look at me.
2. Tell the class that you liked their pictures. Tell pupils to keep the pictures to remember the words.
3. **Say:** Well done. Thank you, class.

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Stories: Characters, Scenes and Titles	
<b>Lesson Number:</b> L-01-110	<b>Class/Level:</b> 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw and describe a scene or an event in a story.</p>	 <p><b>Teaching Aids</b> 1. Story book of <i>Samuel and His Long Legs</i> (at the end of the lesson plan)  2. A picture/drawing on the board of your family (mother, father, brother, sister)  3. Story books made by pupils in earlier lesson.</p>	 <p><b>Preparation</b> 1. Bring the story book of <i>Samuel and His Long Legs</i>.  2. Make a drawing of your family.  3. Take out the story books made by pupils in the earlier lesson.</p>
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### Opening (3 minutes)

1. Greet the class. **Ask:** What day is it today? Pupils answer. Write the name of the day on the board.
2. Distribute the story books made by the pupils in the previous lesson.
3. Tell pupils that today they will draw and start writing in their books.

### Introduction to the New Material (10 minutes)

1. Write 'My family' on the board.
2. Draw your family on the board under the words 'My Family'.
3. **Say:** This is my family.
4. **Ask:** Who is this? Point to your mother. Pupils say: mother.
5. **Say:** Mo-ther. Clap the music of the word. mo-ther.
6. **Ask:** Who is this? Point to your father. Pupils say: father.
7. **Say:** Fa-ther. Clap the music of the word. fa-ther.
8. Repeat for brother and sister.

### Guided Practice (10 minutes)

1. Point to your mother. **Ask:** What is the first letter of 'mother'? Pupils say: m
2. **Ask:** What other letters are in the word mother? Pupils say any letters they know.
3. Write mother next to the drawing on the board. Sound out the letters as you write them.
4. **Say:** Mo-ther and point to the word. Move your finger along the word as you read it.
5. Repeat for the words: father, brother, sister.
6. **Say:** Now let's begin our book.

### Independent Practice (10 minutes)

1. Show the book *Samuel and His Long Legs*. Point to the title page. Open the book.
2. **Say:** Look. This is page 1. Point to the page number of page 1.
3. **Say:** Look. This is page 2. Point to the page number of page 2.
4. Open the book. Tell pupils to draw their family on the left page.

5. Tell pupils to write the words mother, father, brother, sister on the right page. They can copy from the board.
6. Tell pupils to write the page numbers.
7. Tell them to write 'The End' on the back cover. Explain the meaning and write it on the board for pupils to copy.
8. For confident pupils, they can write other words in English on the back.
9. If possible, walk around the room, checking that the pupils are doing the activity.

**Closing** (2 minutes)

1. **Say:** Well done class. You have a book.
2. Tell pupils to take their books home. Tell them to show their families.
3. **Say:** Thank you class. See you tomorrow.

[*STORY: SAMUEL AND HIS LONG LEGS*] by Karen Waterston

This is Samuel. He is from Makeni. He is 12 years old. He goes to the big school. It is hot in Makeni. Samuel is very tall. He has long arms. He has long legs and a long nose. He has long fingers and long toes. He can run very fast. He can jump very high. He can jump so high, he can see over his house. He can see fish in the river. He can see 45 fish! He is very happy because he can jump high and run fast. Can you jump high? Can you run fast? Can you see the fish in the river?

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Writing Short Words	
<b>Lesson Number:</b> L-01-111	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write one-syllable words (e.g. cat, bat, pot) to match drawings.</p>		<p><b>Teaching Aids</b> 1. Alphabet strip (if you have one) 2. Drawings of dog, cat, bed, egg, ten</p>		<p><b>Preparation</b> 1. Write the alphabet at the top of the board in lower case letters. 2. Practice drawing: dog, cat, bed, egg, ten.</p>
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### Opening (3 minutes)

1. Greet the class. **Ask:** What day is it today? Pupils answer. Write the name of the day on the board.
2. **Say:** mother. Clap 2 times, mo-ther.
3. **Ask:** How many claps? Pupils say: 2
4. **Say:** Friday. Clap two times, Fri-day. **Ask:** How many claps? Pupils say: 2
5. **Say:** boy. Clap once, boy. **Ask:** How many claps? Pupils say: 1
6. Tell pupils today we are going to write 1 syllable words - words with 1 clap.

### Introduction to the New Material (10 minutes)

1. Point to the alphabet. **Ask:** How many letters are in the alphabet? (Answer: 26)
2. Tell pupils that letters go together to make a word.
3. **Say:** I will point to letters. You say the letters. We will make a word.
4. Point to 'd'. Pupils say: d.
5. Point to 'o'. Pupils say: 'o'.
6. Point to 'g'. Pupils say 'g'.
7. Point to d-o-g letters faster and faster.
8. **Ask:** What is the word? Raise your hand!
9. Have 1-2 pupils answer. (Answer: dog)
10. Write 'dog' on the board next to the drawing of dog.
11. Point to the word. **Say:** d-o-g, dog. Sound out the letters and say the word. Pupils repeat.
12. Repeat for these words: cat, egg, bed, ten.
13. **Say:** Very good. You are reading in English.

### Guided Practice (10 minutes)

1. Point to the picture and the word, dog.
2. **Say:** dog. Pupils repeat 3 times.
3. Repeat for cat, egg, bed, ten.
4. Erase the pictures.
5. Point to the words. Say the words one by one. Pupils repeat one by one.

**Independent Practice** (10 minutes)

1. Tell pupils to write the words in their exercise books. Draw the picture next to the word.
2. Draw the pictures on the board if the pupils can't remember the words.
3. Have a few pupils volunteer to show their drawings and words.

**Closing** (2 minutes)

1. **Say:** Well done class. You are writing in English.
2. Point to the words on the board. Don't say the words. Pupils read the words.
3. **Say:** Very good class. You are reading in English.

<b>Lesson Title:</b> Letter Work: Rr	<b>Theme:</b> Writing Short Words; Letter Work: Rr	
<b>Lesson Number:</b> L-01-112	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the letter 'Rr' on the alphabet strip, in this week's story and in their names.</p>	 <p><b>Teaching Aids</b> 1. Alphabet strip (if you have one) 2. Letter 'Rr' Story (at the end of the lesson plan) 3. Two pieces of chalk 4. Sheets of paper with pupils' names</p>	 <p><b>Preparation</b> 1. Write the Letter 'R' story on the board. 2. Prepare the alphabet strip or write the alphabet on the board. 3. Take out the sheets of paper with pupil names.</p>
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### Opening (3 minutes)

1. Greet the class. **Ask:** What day is it today? Pupils answer.
2. Write the name of the day on the board.
3. Do an action for rain. **Ask:** What is this?
4. Pupils answer in their own language.
5. **Ask:** Do you like the rain?
6. Tell pupils that today we are going to look at letter 'Rr'.

### Introduction to the New Material (10 minutes)

1. Show the alphabet strip/ alphabet on the board. **Say:** Look at this. What is this?
2. Some pupils might remember. If not, **Say:** alphabet.
3. Point to the letter 'Rr'.
4. **Say:** This is 'r'.
5. Point to uppercase 'R'. **Say:** 'This is uppercase 'R'! This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'r'. **Say:** 'This is lowercase 'r'! This is used at all other times.
7. Say the name of the letter, 'r' and then the sound of the letter /r/.
8. Repeat after me. **Say:** R-/r/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a story.
10. Point to the story.
11. Read the story. Point to each word as you read it.
12. Explain the meaning of the story in the local language, if needed.
13. Read it again.

### Guided Practice (10 minutes)

1. **Say:** Can you see the uppercase letter 'R' or lowercase letter 'r' in the story?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'R'. Pupils raise their hands.
4. Have 6-8 volunteers to come to the board.
5. Give them a piece of chalk and ask them to circle the letter 'Rr' in one word in the story.

6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter. They can also help the person on the board.

**Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'r'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'R' three times. Explain how they should make the shapes to draw uppercase 'R'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'r' three times. Explain how they should make the shapes to draw lowercase 'r'.
7. Have pupils copy you 3 times and say the letter out loud.
8. **Say:** Turn to your partner and say 2 words that begin with the /r/ sound. You can use words from the story or think of your own words. (Example answers: rat, rain)
9. Distribute the paper with pupil names to them. Give them 1 minute to look at it and stand up if their name has the letter 'r' in it.
10. Check if pupils are recognising the letter correctly and standing.

**Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Rr' on the board.
4. **Say:** This is letter 'Rr'. Repeat after me. R-/r/.
5. Pupils say the name and the sound.
6. Tell pupils to bring their exercise books tomorrow.
7. Collect the sheets of paper with pupils' names and store them safely to use for future lessons.

[STORY: TEACHING LETTER Rr] From Class 1 Teacher's Guide: Using the Reading Supports (RaISES Education Project)

Rain runs down.

Rain in the river.

Rain runs down.

Rain on the rice.

<b>Lesson Title:</b> Connecting stories to real life	<b>Theme:</b> Writing Short Words; Letter Work: Rr	
<b>Lesson Number:</b> L-01-113	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to connect/relate events in a story to real life situations.</p>		<p><b>Teaching Aids</b> <i>Letter Rr Story</i> (see end of lesson)</p>		<p><b>Preparation</b> 1. Practice drawing rain, rice and cassava.  2. Write the <i>Letter Rr Story</i> from the end of the lesson, on the board.</p>
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### Opening (3 minutes)

1. Greet the class. **Ask:** What day is it today? Pupils answer.
2. **Ask:** Is it hot today? Pupils answer.
3. **Ask:** Is it raining today? Pupils answer.
4. Repeat the Letter Rr story. Read it slowly from the board, explaining where needed.
5. Tell pupils today we are going to connect events in a story to real life situations.

### Introduction to the New Material (10 minutes)

1. Let's play a game.
2. Draw 4 short, horizontal lines on the board. \_ \_ \_ \_.
3. **Say:** This is a word. Each line is for one letter. Tell me a letter. If the letter is in the word, I will write it. If it is not in the word, I will put the letter under the lines.
4. Demonstrate. **Say:** n. Write n on the last line. It is the last letter in the word. \_ \_ \_ n
5. **Say:** Tell me a letter.
6. Have pupils raise their hand and say letters.
7. If pupils say 'r', write it on the first line. If pupils say 'a', write it on the second line. If pupils say 'i', write it on the third line. (Answer: rain).
8. Any other letters, write them under the lines. Pupils can see the letter has been said already.
9. **Ask:** How many letters are there in rain?
10. Count together as a class. (Answer: 4)
11. Leave the word rain on the board. Rub out the letters under the word.
12. Repeat for the word cassava. \_ \_ \_ \_ \_ \_ \_ (7 letters).
13. This games shows pupils that letters make a word and a word has meaning.
14. **Ask:** How many letters in cassava? (Answer: 7 letters)
15. If there is time, repeat for river. \_ \_ \_ \_ \_ (5 letters)
16. Help pupils to solve this if needed.

### Guided Practice (10 minutes)

1. **Ask:** What do we grow in Sierra Leone? Guide pupils to say: cassava and rice.
2. **Ask:** What do we need for cassava and rice to grow? Guide pupils to say: rain.
3. **Say:** Remember the story about rain. Where did the rain run? Guide pupils to say: Into the river.)
4. Tell pupils that we need rain to grow rice and cassava. Rain is good for the ground.
5. Tell pupils that stories can be true. Stories can be about our real life.
6. **Ask:** Do you like the rain?

7. Have pupils raise their hand and say what they like or don't like about the rain.

**Independent Practice** (10 minutes)

1. Tell pupils to draw a picture of rice and cassava and the rain helping to grow rice and cassava.
2. Tell pupils to write the words next to the pictures. They can copy from the board.

**Closing** (2 minutes)

1. **Say:** Very good.
2. **Ask:** Why is rain important? Raise your hand to answer. (Answer: to help grow food.)

[*STORY: TEACHING LETTER Rr*] From Class 1 Teacher's Guide: Using the Reading Supports (RaISES Education Project)

Rain runs down.

Rain in the river.

Rain runs down.

Rain on the rice.

<b>Lesson Title:</b> Rr words	<b>Theme:</b> Writing Short Words; Letter Work: Rr	
<b>Lesson Number:</b> L-01-114	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw words beginning with 'Rr'.</p>	 <p><b>Teaching Aids</b> 1. Letter 'Rr' Story (at the end of the lesson plan)  2. Pictures or drawings on the board of rain, river, rice, radio and round  3. Exercise book</p>	 <p><b>Preparation</b> 1. Write the Letter Rr Story on the board.  2. Get pictures of/draw rain, river, rice, radio, round.  3. Get exercise book.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day.
3. Ask pupils if they can remember the story for letter 'Rr'.
4. Read the letter 'Rr' story.
5. Tell pupils that today they are going to draw words beginning with 'Rr'.

### Introduction to the New Material (10 minutes)

1. Read line 1 of the story. Point to the word 'rain' and the picture of rain.
2. **Ask:** What is this? Raise your hands!
3. Have 1-2 pupils answer. (Answer: rain)
4. **Say:** rain, rain, rain. Pupils repeat.
5. Read line 2 of the story. Point to the word and the picture of a river.
6. **Ask:** What is this? Raise your hands!
7. Have 1-2 pupils answer. (Answer: river)
8. **Say:** river, river, river. Pupils repeat. Read line 3 of the story. Point to the word 'rain'
9. **Ask:** What is this? ? Raise your hands!
10. Have 1-2 pupils answer. (Answer: rain)
11. Point to the word 'down' and read it slowly.
12. **Ask:** Does this begin with the letter 'R'? Raise your hands!
13. Have 1-2 pupils answer. (Answer: no)
14. Read line 4 of the story. Point to the word and the picture of rice.
15. **Ask:** What is this? Raise your hands!
16. Have 1-2 pupils answer. (Answer: rice)
17. **Say:** rice, rice, rice. Pupils repeat.
18. Point to the pictures, one by one. **Ask:** What is this? Raise your hands!
19. Have 3-5 pupils answer. (Answer: rain/river/rice)

### Guided Practice (10 minutes)

1. Point to the drawing of rain. **Ask:** What is this? Raise your hands!
2. Have 1-2 pupils answer (Answer: rain)
3. **Ask:** Can you see the word rain? Raise your hands.

4. Have 3 girls to come to the front.
5. **Say:** Point to the word rain when I say 'Go!'. Ready, 1, 2, 3 go! Pupils run to point to the word.
6. Circle the word rain. Draw a line from the word to the picture.
7. Point to the drawing river. **Ask:** What is this? Raise your hands!
8. Have 1-2 pupils answer (Answer: river)
9. **Ask:** Can you see the word river? Raise your hands.
10. Have 3 boys to come to the front. **Say:** Point to the word river when I say 'Go!'. Ready, 1, 2, 3 go!
11. Pupils run to point to the word 'river'.
12. **Ask:** Can you see another word beginning with 'r'? Raise your hands.
13. Have 2 boys and 2 girls come to the front.
14. **Say:** Show me. Ready, 1, 2, 3 go. Pupils run to point to the word 'rice'.
15. **Ask:** Can you all do the action for 'run'?

#### **Independent Practice** (10 minutes)

1. Write uppercase 'R' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'R' in the air with your fingers.
3. Write lowercase 'r' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'r' in the air with your fingers.
5. Have pupils model and repeat 2-3 times.
6. Hold up your exercise book. Open the exercise book. Point to the top of a page.
7. **Say:** Write letter 'R' at the top of the page.
8. Give pupils time to write 'R' on the top of the page.
9. Ask them to hold up their exercise books for you to check.
10. **Say:** Draw 3 things that begin with the letter 'R'.
11. Show the pictures or point to the pictures on the board as examples.
12. If possible, walk around the room and check that pupils are drawing pictures. Ask pupils what they are drawing, praise pupils.
13. Tell pupils to show their pictures to the pupils around them. They can ask each other: What is this? What is that?

#### **Closing** (2 minutes)

1. **Say:** OK class. Look. This is uppercase letter 'R'. Draw R in the air.
2. **Say:** Draw uppercase letter 'R'. Pupils draw 'R' in the air.
3. Repeat for lowercase 'r'.
4. **Say:** Very good. Thank you class.

[*LETTER STORY: TEACHING LETTER Rr*] From Class 1 Teacher's Guide: Using the Reading Supports (RaISES Education Project)

Rain runs down.

Rain in the river.

Rain runs down.

Rain on the rice.

<b>Lesson Title:</b> Responding to Text	<b>Theme:</b> Writing Short Words; Letter Work: Rr	
<b>Lesson Number:</b> L-01-115	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to respond to simple questions about a familiar story.</p>	 <p><b>Teaching Aids</b> Story <i>The Rain</i> (at the end of the lesson plan)</p>	 <p><b>Preparation</b> 1. Write the story <i>The Rain</i> on the board.  2. Draw these pictures: Line 1 - sad face and a sun Line 2 - picture of rain with a cross through it Line 3 - sad face Line 4 – clouds Line 5 – rain Line 6 – happy face</p>
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**Opening (3 minutes)**

1. Greet the class. **Ask:** What day is it today? Pupils answer.
2. **Say:** Let's remember our lessons.
3. **Ask:** What letter did we learn this week? (Answer: Rr)
4. **Say:** Draw the uppercase letter 'R' in the air. Pupils hold up their fingers and draw letter 'R' in the air. Write 'R' on the board.
5. **Say:** Draw the lowercase letter 'r' in the air. Pupils hold up their fingers and draw letter 'r' in the air. Write 'r' on the board.
6. **Say:** Very good. This is letter 'Rr'.
7. Tell pupils today they are going to read a story and answer questions about the story.

**Introduction to the New Material (10 minutes)**

1. Draw 2 stick figures on the board, one man and one woman.  
**Say:** This is Sorie. Point to the man.  
**Say:** This is Mariatu. Point to the woman.
2. Read line 1. Point to the picture of 'sad' when you say the word sad.
3. Read line 2. Point to the picture of 'no rain' when you say no rain.
4. Read lines 3 – 6. Point to the pictures when you say the words.
5. **Say:** Repeat after me.
6. Read the story again. Pupils repeat each line after you.
7. Read the story again. Pupils repeat after you.
8. Don't say the words 'sad', 'no rain' and other words which have pictures. Pupils say the word of the picture.
9. **Say:** Very good. You are reading.

**Guided Practice (10 minutes)**

1. **Say:** I am going to ask some questions about the story. Quickly discuss the answers to the questions with a pupil sitting next to you. Then raise your hand to share your answer.
2. Read the story again.

3. **Ask:**
  - a) Are they happy? (Answer: No)
  - b) Is it hot or cold? Do actions for 'hot' and 'cold'. (Answer: It is hot)
  - c) Is there rain? (Answer: No)
  - d) Is there cassava? Is there rice? (Answer: No)
  - e) Do they see clouds? (Answer: Yes)
  - f) What happens? (Answer: It rains.)
  - g) Are they happy or sad? (Answer: Happy.)
  - h) Why are they happy? (Answer: It rains.)
4. **Say:** Very good.
5. Read the story again. Guide pupils to act and say the words with you.

**Independent Practice** (10 minutes)

1. Tell pupils to work in pairs.
2. **Say:** Take turns to tell the story to your partner. You can look at the board and the pictures for help.

**Closing** (2 minutes)

1. **Say:** Very good class. You are speaking English.
2. **Say:** Let's read together. Read the story together.
3. **Say:** Thank you class.

[*STORY: THE RAIN*] by Karen Waterston

Sorie and Mariatu are very sad. It is hot, hot, hot.  
There is no rain. They have no cassava. They have no rice.  
They are sad.  
One day, they see clouds. It is cold.  
It rains. Rain, rain, rain.  
Sorie and Mariatu are very happy.

<b>Lesson Title:</b> Concepts of Print: Handling a Book	<b>Theme:</b> Rhymes and parts of speech; Letter Work: Ss	
<b>Lesson Number:</b> L-01-116	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read a book from left to right, top to bottom, front to back.</p>	 <p><b>Teaching Aids</b> 1. A large picture book. If a printed book is not available, use the storybook you made for the earlier lesson on <i>Samuel and His Long Legs</i>.  2. Children's books or storybook of <i>Samuel and His Long Legs</i> made by pupils in the earlier lesson.  3. Song: <i>Top to Bottom, Left to Right</i> (at the end of the lesson)</p>	 <p><b>Preparation</b> 1. Get a large picture book or the story book you made for the lesson on <i>Samuel and His Long Legs</i>.  2. Write the song '<i>Top to Bottom</i>' (at the end of the lesson plan) on the board.  3. Storybooks of <i>Samuel and His Long Legs</i> made by pupils in the earlier lesson.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond. **Say:** Today is...? Guide pupils to say the correct day.
2. **Say:** Let's revise. Say all the days of the week. Pupils say the days of the week.
3. **Say:** Today we are going to learn which way to read a book.

### Introduction to the New Material (10 minutes)

1. **Ask:** Do you know which way we read a book? Raise your hand!
2. Some pupils may be able to answer. Accept all answers like top, bottom, left, right.
3. **Say:** Let's learn how to read a book in English.
4. Hold up the book. Point to top of the cover. **Say:** This is the top, Say 'top' with me.
5. Pupils repeat top-top-top.
6. Point to the bottom of the cover. **Say:** This is the bottom. Say 'bottom' with me.
7. Pupils repeat bottom-bottom-bottom
8. **Say:** When we read a book, we read from top to the bottom. Point to the top and then down to the bottom.
9. Open the book. Point to the writing. Run your finger along the text from top left to bottom right.
10. Hold up the book again. Open it to a page with writing. **Say:** This is the left. Say 'left' with me.
11. Pupils repeat left-left-left.
12. Point to the right of the page. **Say:** This is the right. Say 'right' with me.
13. Pupils repeat right-right-right.
14. **Say:** When we read a book, we read from left to right.
15. Point to the left and then to the right. Point to the writing. Run your finger along the text from left to right.
16. Hold up the closed book. Point to front cover. **Say:** This is the front. Say 'front' with me.
17. Pupils repeat front-front-front.
18. Point to the back cover. **Say:** This is the back. Say 'back' with me.

19. Pupils repeat back-back-back.
20. **Say:** When we read an English book, we read from front to back.
21. Point to the front cover and then to the back.
22. **Say:** We read books from top to bottom, left to right and front to back.

#### **Guided Practice (10 minutes)**

1. **Say:** We are going to learn a new song. It is about how to read a book.
2. **Ask:** How do we read a book? Pupils answer together. (Answer: top to bottom, left to right, front to back)
3. **Say:** This is the first line of the song. *'Top to bottom, left to right, left to right.'*
4. Turn your back to the pupils so that your left side is also their left side.
5. Show the pupils the actions. Top – hands on head. Bottom - Hands down on the floor. Left to right – Wave open hands from left to right, left to right.
6. **Say:** Sing with me. The pupils sing and do the actions with you.
7. **Say:** This is the next line: *'And we read from front to back'.*
8. Show the pupils the actions. Front – point one finger close to the chest. Back – point the same finger to your back.
9. **Say:** Sing with me. The pupils sing and do the actions.
10. Sing the whole song and do the actions with the class.
11. Point to the words of the song on the board and sing it with the class.

#### **Independent Practice (10 minutes)**

1. Give out their storybooks to the pupils. To save time you can give any book to any child.
2. **Say:** Point to the front of the book.
3. The pupils take turns to point to the front. They say 'front.'
4. **Say:** Point to the back of the book.
5. The pupils take turns to point to the back. They say 'back.'
6. **Ask:** How do we read books?
7. Pupils answer together. (Answer: From front to back).
8. **Say:** Do the actions and show me **Ask:** What is the action for front? **Ask:** What is the action for back? Top and bottom? Left and right?

#### **Closing (2 minutes)**

1. **Say:** Class, listen. Let us sing our song again. Point to the song on the board and sing it again

[*SONG: TOP TO BOTTOM, LEFT TO RIGHT*] by Deborah Avery

[*Sing to music pupils know*]

Top to bottom, left to right, left to right.

Top to bottom, left to right, left to right.

And we read from front to back.

Top to bottom, left to right, left to right.

<b>Lesson Title:</b> Letter Work: Ss	<b>Theme:</b> Rhymes and Parts of Speech; Letter Work: Ss	
<b>Lesson Number:</b> L-01-117	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the letter 'Ss' on the alphabet strip, in this week's poem and in their names.</p>	 <p><b>Teaching Aids</b> 1. Poem: <i>Sing a song</i> (at the end of the lesson plan) 2. Alphabet strip (if you have one) 3. Sheets of paper with pupils' names.</p>	 <p><b>Preparation</b> 1. Before the start of the lesson write the poem <i>Sing a Song</i> on the board. 2. Prepare the alphabet strip/write the alphabet on the board. 3. Take out the sheets of paper with pupil names.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day.
3. **Say:** Let's revise. Sing our song from the last lesson. Pupils sing and do the actions.
4. **Say:** Today we will learn to say a poem about a song to make a baby sleep and learn about the letter 'Ss'.

### Introduction to the New Material (10 minutes)

1. Show the alphabet strip/ alphabet on the board. **Say:** Look at this. What is this?
2. Some pupils might remember. If not, **Say:** alphabet.
3. Point to the letter 'Ss'.
4. **Say:** This is 's'.
5. Point to uppercase 'S'. **Say:** 'This is uppercase 'S'!' This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 's'. **Say:** 'This is lowercase 's'!' This is used at all other times.
7. Say the name of the letter, 's' and then the sound of the letter /s/.
8. Repeat after me. **Say:** S-/s/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a poem.
10. Point to the poem.
11. Read the poem. Point to each word as you read it.
12. Explain the meaning of the poem in the local language, if needed.
13. Read it again.

### Guided Practice (10 minutes)

1. **Say:** Can you see the uppercase letter 'S' or lowercase letter 's' in the poem?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'S'. Pupils raise their hands.
4. Have 6-8 volunteers to come to the board.
5. Give them a piece of chalk and ask them to circle the letter 'Ss' in one word in the poem.

6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter. They can also help the person on the board.

**Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 's'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'S' three times. Explain how they should make the shapes to draw uppercase 'S'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 's' three times. Explain how they should make the shapes to draw lowercase 's'.
7. Have pupils copy you 3 times and say the letter out loud.
8. **Say:** Turn to your partner and say 2 words that begin with the /s/ sound. You can use words from the poem or think of your own words. (Example answers: snake, sleep)
9. Distribute the paper with pupil names to them. Give them 1 minute to look at it and stand up if their name has the letter 's' in it.
10. Check if pupils are recognising the letter correctly and standing.

**Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Ss' on the board.
4. **Say:** This is letter 'Ss'. Repeat after me. S-/s/.
5. Pupils say the name and the sound.
6. Tell pupils to bring their exercise books tomorrow.
7. Collect the sheets of paper with pupils' names and store them safely to use for future lessons.

[*POEM: SING A SONG*] Class 1 Teacher's Guide: Using the Reading Supports (RaISES Education Project)

Sing a song,  
A sweet song,  
For small, small baby.  
Sleep, baby,  
Sleep, baby,  
Sweet, sweet, sweet.

<b>Lesson Title:</b> Writing Sentences	<b>Theme:</b> Rhymes and Parts of Speech; Letter Work: Ss	
<b>Lesson Number:</b> L-01-118	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils should be able to read and write simple sentences with naming and action words.</p>	 <p><b>Teaching Aids</b> Cards with 'Ss' words from the previous lesson: sing, song, sleep, sweet, small, or write these words on the board. Add the word 'baby' or write it on the board.</p>	 <p><b>Preparation</b> 1. Write the sentences '<i>Sing a song</i>' and '<i>Sleep, small baby</i>' on the board before the lesson.  2. Bring cards with the 'Ss' words from the previous lesson: sing, song, sleep, sweet, small, a, baby. Or write these words on the board.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day.
3. **Say:** Let's revise. Say the song '*Sing a song*' from the previous lesson.
4. **Say:** Today we are going to make sentences.

### Introduction to the New Material (10 minutes)

1. **Ask:** Can you remember the 'Ss' words we learnt in the song? Raise your hand!
2. Choose 4-5 pupils to answer. (Answer: sing, song, sweet, sleep, small)
3. Show the cards/point to the board with the 's' words. The pupils read the words.
4. Have five pupils volunteer to come to the front.
5. Give each one a word card to hold up or ask them to point to one of the 'Ss' words on the board. The pupils read the words.
6. **Say:** We are going to read a sentence.
7. Read the words '*Sing a song*' on the board. Point to each word as you read it. Pupils repeat the words with you.
8. **Ask:** Which word says 'sing?' One pupil comes and points to the word on the board.  
**Ask:** Which word says 'song?' Another pupil points to the correct word on the board.
9. Repeat for the sentence '*Sleep small baby*'.
10. **Ask:** Which word says sleep/small/baby?

### Guided Practice (10 minutes)

1. Point to and read the sentence '*Sing a song.*'
2. **Ask:** What must you sing?
3. Some pupils may be able to answer 'song.' If not, **say:** A song. Pupils repeat 'A song.'
4. **Say:** We are going to make the sentence with word cards or on the board.
5. Have three pupils volunteer to come and help you with their exercise books.
6. Write 'sing' in the first ones exercise book page, 'a' on the second ones and 'song' on the third ones page.

7. Tell the pupils to stand facing the class. They must hold up their words. The class reads the sentence 'Sing a song.'
8. Tell the three helpers to change places with each other. The sentence will now be out of order. For example: a      sing      song.
9. The class must tell the three helpers where to stand so that the sentence says 'sing a song.'
10. Repeat with the sentence 'Sleep, small baby.'

**Independent Practice** (10 minutes)

1. Tell the pupils to open their exercise books.
2. **Say:** Copy the sentences into your book. Draw a picture to explain what these sentences mean
3. After 8 minutes, ask them to their sentences to a partner.
4. Walk around and help the groups that need help.

**Closing** (2 minutes)

1. **Say:** Class, listen.
2. What did we learn today? (Answer: How to read and write a sentence.)
3. **Say:** Very good!

[*SONG: SING A SONG*] Class 1 Teacher's Guide: Using the Reading Supports (RaISES Education Project)

Sing a song,  
A sweet song,  
For small, small baby.  
Sleep, baby,  
Sleep, baby,  
Sweet, sweet, sweet.

<b>Lesson Title:</b> Ss Words	<b>Theme:</b> Rhymes and Parts of Speech; Letter Work: Ss	
<b>Lesson Number:</b> L-01-119	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw words beginning with 'Ss'.</p>	 <p><b>Teaching Aids</b> 1. Alphabet strip (if you have one)  2. Pictures of simple words beginning with S – snake, sock, sand, sun  3. An exercise book (for the teacher)</p>	 <p><b>Preparation</b> 1. Draw simple pictures of words beginning with 'Ss' - snake, sock, sand, sun -on the board.  2. Get an exercise book.  3. Put up the alphabet strip or write the alphabet on the board.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day.
3. Ask pupils if they can remember the letter of the week. Pupils say the letter 'Ss'.
4. Write uppercase 'S' on the left hand side of the board, and lowercase 's' on the right hand side of the board.
5. Say the letter. Pupils repeat 3 times.
6. Tell the pupils that today they will learn about words beginning with the letter 'Ss'.

### Introduction to the New Material (10 minutes)

1. Point to the uppercase 'S' on the board. Explain that uppercase 'S' is used at the beginning of the names of people or places.
2. Write the name 'Sowa' next to uppercase 'S' to give an example.
3. Say the name and point to the letter 'S'.
4. **Ask:** Can you say more names beginning with this letter? Raise your hands!
5. Choose some pupils to give answers and write one suggestion on the board (Example answer: Sara). Say the name and point to the letter 'S'.
6. Point to the lowercase 's' on the board.
7. Write these words next to the letter: snake, sock, sand, sun. Explain in the local language if needed.
8. Say the words and point to letter 's'. Pupils repeat each word three times.
9. **Ask:** Can you say more words beginning with this letter? Raise your hands!
10. Choose some pupils to give answers and write two suggestions on the board (Example answers: sleep, sing, Sunday, sand).
11. Say the words and point to the letter 's'.
12. Point to the word 'snake' and point to the picture of the snake.
13. **Say:** Snake. Pupils repeat.
14. Repeat this process for all the words - sock, sand, sun.

### **Guided Practice** (10 minutes)

1. Clean the left hand side of the board (the uppercase 'S' and the names of people and places).
2. **Say:** Let's play a game.
3. On the left hand side of the board, quickly draw a simple snake.
4. **Ask:** What is this? Raise your hands!
5. Choose a pupil to give the answer. (Answer: snake)
6. Quickly draw a simple picture of another one of the words - sock.
7. **Ask:** What is this? Raise your hands!
8. Choose a pupil to give the answer. (Answer: sock)
9. Repeat with more of the words.

### **Independent Practice** (10 minutes)

1. Write uppercase 'S' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'S' in the air with your fingers.
3. Write lowercase 's' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 's' in the air with your fingers.
5. Have pupils model and repeat 2-3 times.
6. Hold up your exercise book. Open the exercise book. Point to the top of a page.
7. **Say:** Write letter 'S' at the top of the page.
8. Give pupils time to write 'S' on the top of the page.
9. Ask them to hold up their exercise books for you to check.
10. **Say:** Draw 3 things that begin with the letter 'S'.
11. Show the pictures or point to the pictures on the board as examples.
12. If possible, walk around the room and check that pupils are drawing pictures. Ask pupils what they are drawing, praise pupils.
13. Tell pupils to show their pictures to the pupils around them. They can ask each other: What is this? What is that?

### **Closing** (2 minutes)

1. **Say:** Class. Be quiet and look at me.
2. Tell the class that you liked their pictures.
3. Tell pupils to keep the pictures to remember the words.
4. **Say:** Very good. Thank you, class.

<b>Lesson Title:</b> Rhyme and Rhyming and Patterns	<b>Theme:</b> Rhymes and Parts of Speech; Letter Work: Ss	
<b>Lesson Number:</b> L-01-120	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils should be able to reproduce rhymes and patterns in simple sentences.</p>	 <p><b>Teaching Aids</b> 1. 'S' words written on the board: sing, song, sleep, sweet, small 2. Rhyme: <i>Good Morning Sun</i> (at the end of the lesson)</p>	 <p><b>Preparation</b> 1. Write the poem '<i>Good Morning Sun</i>' (at the end of the lesson plan) on the board. 2. Write the 'Ss' words from previous lessons on the board: sing, song, sleep, sweet, small.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day.
3. **Say:** Let's revise. Point to the 's' words on the board. Help the pupils to read them.
4. **Say:** Today we are going to learn words that rhyme with the word 'sun.'

### Introduction to the New Material (10 minutes)

1. **Say:** Raise your hands to answer these question.
2. Point to the word 'sun' on the board. **Ask:** What is this word?
3. **Ask:** Where do we see the sun? (Answer: The sky)
4. **Ask:** When do we see the sun? (Answer: In the daytime)
5. **Ask:** When does the sun come up? (Answer: In the morning)
6. Write the word 'sun' on the board in big letters.
7. Point to the individual letters and **say:** Repeat after me. Sun – sun – sun.
8. **Ask:** What sound is at the beginning of the word?
9. Some pupils may be able to answer 's'. If not, help them.
10. **Ask:** What sound is at the end of the word? It is 'un'. Say it with me – un – un- un.
11. **Say:** Now let us put the two sounds together. S – un s – un s – un. Sun. The class says the sounds with you.
12. Repeat or the words 'run' and 'fun', writing them in big letters on the board, breaking them up and sounding them out.
13. **Ask:** Which words have the same sound at the end? Raise your hand.
14. The pupils try to answer. Help them if they are unable to say the words. (Answer: sun, run, fun)

### Guided Practice (10 minutes)

1. **Say:** We are going to say a rhyme with our new words.
2. Point to the rhyme on the board.
3. **Ask:** Can you see the word 'sun'? One pupil volunteers to come and point to it.
4. **Ask:** Can you see the word 'fun'?
5. **Ask:** Can you see the word 'run'? One pupil volunteers to come and point to it.
6. Read the rhyme to the class. Read slowly and clearly.

Do actions: Good morning – wave; sun – point to the sky; we will run – jog in place; we will have fun – clap your hands.

7. **Say:** Say the rhyme with me.
8. The pupils do the rhyme and actions.
9. Do this three times.
10. **Say:** Read the rhyme with me.
11. Point to the words and read the rhyme.
12. The pupils read the rhyme as you point to each word.
13. **Say:** The words at the end of the lines rhyme.
14. They have the same sound at the end. **Say with me:** ‘rhyme, rhyme, rhyme.’

#### **Independent Practice** (10 minutes)

1. Tell the pupils to work in pairs.
2. **Say:** Say the poem with your friend. Take turns to say the lines.
3. After 5 minutes, repeat the words that rhyme: ‘sun’ ‘run’ and ‘fun’.
4. Tell the pupils to open their exercise books.
5. **Say:** Copy the words ‘sun’ ‘run’ and ‘fun’ into your books.

#### **Closing** (2 minutes)

1. **Say:** Class, listen.
2. **Ask:** What did we learn today? (Answer: A rhyme about the sun)
3. **Say:** Very good.

[*RHYME: GOOD MORNING SUN*] by Deborah Avery

Good morning sun.

We will run.

We will have fun.

Good morning sun.









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