



THE PRESIDENT'S  
**RECOVERY**  
PRIORITIES

Education

Ministry of  
Education,  
Science and  
Technology

Lesson plans for

# PRIMARY *Language* ARTS

**1**  
CLASS

**3**  
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.

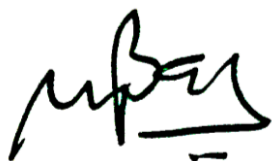
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans – 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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**Lesson 149:** The Verb 'to be'











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**Lesson 150:** The Verb 'to be'

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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> Building Short Words	<b>Theme:</b> Retelling Stories; Letter Work: Tt	
<b>Lesson Number:</b> L-01-121	<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 fill in the missing letters to make one-syllable words.</p>	 <p><b>Teaching Aids</b> Cards with letters and letter parts: s, r, f, un (or you can write them on the board).</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. Make cards with/Write on the board letters and letter parts: s, r, f, un 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 review. Say the rhyme *Good morning sun* from the previous lesson with the pupils.
4. **Say:** Today we are going to learn to make words from letters.

**Introduction to the New Material (8 minutes)**

1. Write the word 'sun' on the board. Draw a picture of a sun next to the word.
2. **Say:** Raise your hands to answer questions.
3. **Ask:** What is this word? (Answer: sun)
4. **Ask:** What sound is at the beginning of sun? Guide the pupils to say 's.'
5. **Ask:** What sound is at the end of 'sun?' Guide the pupils to say 'un.'
6. **Say:** Remember how we looked at the sounds at the beginning and ends of words.
7. Repeat for the words 'run' and 'fun.' (For 'run' draw a stick figure running. For 'fun' draw 2 hands waving.)

**Guided Practice (8 minutes)**

1. Point to the word and picture for 'sun'
2. **Say:** Read the word. Erase the letter 's' - example, \_un.
3. **Ask:** What letter must we write here?
4. Some pupils will be able to say 's.' If not, guide them to say 's' by pointing to the picture and saying 'sun.' Write the letter 's' in the space.
5. Repeat for the words 'run' and 'fun.'
6. Erase the first sound in all of the words. Put a line where the letter was. It will look like this: \_\_  
un
7. Ask a pupil to raise their hands to say what letters will go in the blank space. (Answer: 'r' and 'f')
8. Repeat step 4 for the words 'run' and 'fun.'

**Independent Practice (14 minutes)**

1. Clean the board.
2. Write 'un' in the middle of the board and the letters 's', 'r', 'f', 'g', 'b', 'n' around it.

3. Sound out all the letters on the board with the pupils.
4. Tell pupils to get into pairs and open their exercise books.
5. Tell them to discuss with their partner to make words using 'un' and the given letters. Then they must write the words in their exercise books.
6. After 10 minutes, tell pupils to turn to the board.
7. Show them how to make the words – sun, run, fun, bun and nun using 'un' and the letters given.

**Closing** (2 minutes)

1. **Say:** Class, listen.
2. **Ask:** What did we learn today? (Answer: how to make words)

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

Good morning sun.




We will run.

We will have fun.

Good morning sun.



<b>Lesson Title:</b> Letter Work: Tt	<b>Theme:</b> Retelling Stories; Letter Work: Tt	
<b>Lesson Number:</b> L-01-122	<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 'Tt' on the alphabet strip, in this week's poem and in their names.</p>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>Poem: <i>Two Trees</i> (at the end of the lesson plan).</li> <li>Alphabet strip (if you have one).</li> <li>Picture of a sewing machine (or draw a picture on the board)</li> <li>Sheets of paper with pupil's names.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Before the start of the lesson write the poem <i>Two Trees</i> on the board.</li> <li>Draw a picture of a sewing machine on the board.</li> <li>Prepare the alphabet strip/write the alphabet on the board.</li> <li>Take out the sheets of paper with pupil names.</li> </ol>
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### Opening (3 minutes)

- Greet the class and guide pupils to respond. **Say:** Today is...? Guide pupils to say the correct day.
- Say:** Let's review. Say the rhyme *Good morning sun*. Do the actions.
- Say:** Today we will learn to say a poem about sewing and the letter Tt'.

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

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

### Guided Practice (10 minutes)

- Say:** Can you see the uppercase letter 'T' or lowercase letter 't' in the poem?
- Use the local language if needed.
- Say:** Raise your hand if you can see the letter 'T'. Pupils raise their hands.
- Have 6-8 volunteers come to the board.
- Give them a piece of chalk and ask them to circle the letter 'T' 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 't'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'T' three times. Explain how they should make the shapes to draw uppercase 'T'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 't' three times. Explain how they should make the shapes to draw lowercase 't'.
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 /t/ sound. You can use words from the poem or think of your own words. (Example answers: two, tree)
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 't' 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 'Tt' on the board.
4. **Say:** This is letter 'Tt'. Repeat after me. T-/t/.
5. Pupils say the name and the sound.
6. Tell pupils to bring their exercise books tomorrow.
7. Collect the sheets of paper with pupil's names and store them safely to use for future lessons.

[ALPHABET STRIP CHANTS: TWO TREES] Class 1 Teacher's Guide: Using the Reading Supports (RAISES Education Project)

Two trees.

Two tables.




Two tailors

taking time to sew.

t-t-t-t-t-t-t-t-t-t

*(make the sound of a sewing machine)*

<b>Lesson Title:</b> Retelling a Story	<b>Theme:</b> Retelling Stories; Letter Work: Tt	
<b>Lesson Number:</b> L-01-123	<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 short story with sentences and drawings.</p>		<p><b>Teaching Aids</b> Five simple pictures or drawings from the story in the lesson plan.</p>		<p><b>Preparation</b> 1. Write the story <i>Tom the Tailor</i> on the board.  2. Make five pictures for the story <i>Tom the Tailor</i> or draw them on the board (see descriptions below).</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.
4. Have pupils raise their hand 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 tell a story about a tailor called Tom.

### Introduction to the New Material (8 minutes)

1. **Say:** Now I will tell you a story about a tailor. His name is Tom.
2. **Ask:** What is his name?
3. Pupils answer together: Tom
4. Point to the story on the board. **Say:** Let us read the story together.
5. Point to the words as you read. Explain in the local language if needed.
6. Tell pupils to close their eyes and imagine as you read the story again. Tell them to make a film in their mind as you are reading the story.
7. Read the story slowly again, explaining in the local language as needed.

### Guided Practice (7 minutes)

1. **Say:** Let's retell the story.
2. Have five pupils volunteer to come up to help you.
3. Tell them that with the help of the whole class they have to retell the story. Tell them that they should use as much English as they can, but they can also use the local language.
4. Start the story. **Say:** Tom the tailor sits under a tree. Then what happens?
5. Have pupils in front of the class add a little bit of the story one after another.
6. After each pupil speaks, ask the rest of the class if it is correct. Other pupils can also raise their hand to help the pupils in front.

### Independent Practice (15 minutes)

1. Tell pupils to take out their exercise books.

2. Explain that they have to retell the story using pictures and words. They can draw simple drawings to show what was happening in the story and then take help from the story written on the board to tell their story in words.
3. Tell them that they should do as much as they can, they will have more time to do this in the next lesson.
4. Walk around to help pupils retell their stories.

**Closing** (2 minutes)

1. **Say:** Class. Be quiet and look at me.
2. What did we learn today? (Answer: A story about a tailor)
3. Tell the class to tell their story at home.
4. **Say:** Very good. Thank you, class.

[*STORY: TOM THE TAILOR*] by Deborah Avery

Tom the tailor sits under a tree.

He sews a dress for Mama Marima.

A turaco takes his cotton.

Tom chases the turaco away.

He gives the dress to Mama Marima.

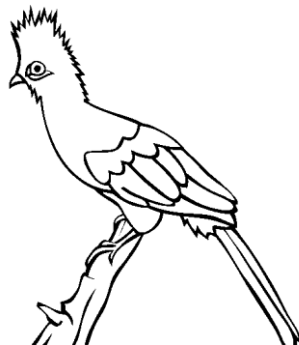
Picture: Man (tailor) sitting under a tree.

Picture: A dress

Picture: Large bird with cotton reel in beak.




Picture: Man chasing bird.

Picture: Man standing. Woman wearing dress.



turaco

<b>Lesson Title:</b> Retelling a Story (Continued)	<b>Theme:</b> Retelling Stories; Letter Work: Tt	
<b>Lesson Number:</b> L-01-124	<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 short story with sentences and drawings.</p>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>Five simple pictures from <i>Tom the Tailor</i> on paper or card (or draw them on the board).</li> <li>Sentences for <i>Tom the Tailor</i> on paper strips or write the sentences on the board.</li> <li>Tape to stick the sentences up. (If you have it)</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Before the lesson, write the story <i>Tom the Tailor</i> at the end of the lesson plan on the board.</li> <li>Make paper strips with the sentences for the story – one sentence on a strip or write the sentences on the board.</li> <li>Draw five pictures from <i>Tom the Tailor</i> on paper or on the board (see description at the end).</li> </ol>
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### Opening (3 minutes)

- Greet the class and guide pupils to respond.
- Say:** Today is...? Guide pupils to say the correct day.
- Say:** Let's review! Can you remember the story of *Tom the Tailor*? Give one or two pupils a chance to tell the story.
- Tell the pupils that today they will read the story about *Tom the Tailor*.

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

- Hold up the pictures (or point to the drawings on the board) from the story of *Tom the Tailor*. Tell the story again using the words from the previous lesson.
- Say:** Let us tell the story again. Hold up the pictures. The class looks at the pictures and repeats the words.
- Point to the first sentence on the board. **Say:** Tom the tailor sits under a tree.
- Say the words slowly and point to the words as you read.
- Say:** Read with me.
- Point to the words. The pupils read with you. Repeat 2 times.
- Point to the second sentence on the board. **Say:** Tom sews a dress for Mama Marima.
- Say the words slowly and point to the words as you read. **Say:** Read with me.
- Point to the words. The pupils read with you. Repeat 2 times.
- Point to the third sentence on the board. **Say:** A turaco takes his cotton.
- Say the words slowly and point to the words as you read.
- Say:** Read with me.
- Point to the words. The pupils read with you. Repeat 2 times.
- Point to the fourth sentence on the board. **Say:** Tom chases the turaco away.
- Say the words slowly and point to the words as you read.
- Say:** Read with me.

17. Point to the words. The pupils read with you. Repeat 2 times.
18. Point to the fifth sentence on the board. **Say:** He gives the dress to Mama Marima.
19. Say the words slowly and point to the words as you read.
20. **Say:** Read with me.
21. Point to the words. The pupils read with you. Repeat 2 times.

**Guided Practice** (10 minutes)

1. **Say:** Let's read the story. Point to the sentences in the correct order. The pupils retell the story reading the sentences together. Do this two more times.
2. **Say:** Let's play a game.
3. Stick the sentence strips on the board in the wrong order. Or write the sentences in the wrong order on the board.
4. Read the sentences in the wrong order. For example: The turaco takes his cotton. Tom the tailor sits under a tree. He gives the dress to Mama Marima. Tom chases the turaco away. Tom sews a dress for Mama Marima.
5. **Ask:** Which sentence must go first? Raise your hand.
6. Have a pupil tell you which sentence is first. Write the number 1 by the sentence.
7. The class reads the sentence.
8. Repeat this step for the other sentences.

**Independent Practice** (10 minutes)

1. Tell pupils to work in pairs.
2. **Say:** Read the story with your partner.
3. Tell the pupils to open their exercise books to the page where they were retelling the story in the last lesson.
4. **Say:** Yesterday you started retelling the story using drawings and sentences. Complete that today.
5. Walk around and help pupils retell the story.

**Closing** (2 minutes)

1. **Say:** Class. Be quiet and look at me.
2. **Ask:** What did we learn today? (Answer: We read a story about Tom the tailor)
3. **Say:** Very good. You drew wonderful pictures. Thank you, class.

[*STORY: TOM THE TAILOR*] by Deborah Avery

Tom the tailor sits under a tree.

Picture: Man (tailor) sitting under a tree.

He sews a dress for Mama Marima.

Picture: A man and a dress.

A turaco takes his cotton.

Picture: Large bird with cotton reel in beak.




Tom chases the turaco away.

Picture: Man chasing bird.

He gives the dress to Mama Marima.

Picture: A man, and a woman wearing a dress.

<b>Lesson Title:</b> Tt Words	<b>Theme:</b> Retelling Stories; Letter Work: Tt	
<b>Lesson Number:</b> L-01-125	<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 'Tt'.</p>	 <p><b>Teaching Aids</b> 1. Alphabet strip (if you have one) or alphabet written on the board.  2. Pictures of simple words beginning with T – tea, tap, tomato.  3. An exercise book (for the teacher).</p>	 <p><b>Preparation</b> 1. Draw simple pictures of words beginning with 'Tt' - tea, tap, tomato - on the board.  2. Get an 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 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 'T' on the left hand side of the board, and lowercase 't' 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 'Tt'.

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

1. Point to the uppercase 'T' on the board.
2. Explain that uppercase 'T' is used at the beginning of the names of people or places.
3. Write the name 'Tamba' next to uppercase 'T' to give an example.
4. Say the name and point to the letter 'T'. Pupils repeat.
5. Write the word 'Tuesday' next to the uppercase 'T.'
6. **Say:** Tuesday. Point to the uppercase 'T.'
7. **Ask:** Can you say more names beginning with this letter? Raise your hands.
8. Choose some pupils to give answers and write one suggestion on the board. (Example answer: Tom)
9. Say the name and point to the letter 'T'.
10. Point to the lowercase 't' on the board.
11. Write these words next to the letter: tea, tap, tomato. Explain in the local language if needed.
12. Say the words and point to the letter 't'.
13. **Ask:** Can you say more words beginning with this letter? Raise your hands!
14. Choose some pupils to give answers and write two suggestions on the board. (Example answers: teacher, ten, two)
15. Say the words and point to the letter 't'.
16. Point to the word 'tea' and point to the picture of tea.

17. **Say:** Tea. Pupils repeat.
18. Repeat this process for all the words – tap, tomato.

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

1. Clean the left side of the board (the uppercase 'T' 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 cup of tea.
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 - tap.
7. **Ask:** What is this? Raise your hands! Choose a pupil to give the answer.
8. Repeat with more words. Choose words you can draw. For example: ten, toothbrush, tent.

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




1. Write uppercase 'T' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'T' in the air with your fingers.
3. Write lowercase 't' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 't' 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 'T' at the top of the page.
8. Give pupils time to write 'T' 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 'T'.
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 Tt)
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> Writing Words	<b>Theme:</b> Phonemic Awareness; Letter Work: Uu	
<b>Lesson Number:</b> L-01-126	<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 decode and write a one-syllable word.</p>		<p><b>Teaching Aids</b> 1. Alphabet chart (if you have one). 2. Cards for letters – s, a, t, c, b, m or write these on the board.</p>		<p><b>Preparation</b> 1. Make cards for letters s, a, t, c, b, m, or write these letters on the board. 2. Write all 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. **Say:** Let's review. Look at the alphabet chart or at the letters on the board. Say the letters you know with me.
4. Pupils say the letters.
5. **Say:** Today we will learn to read and write some words.

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

1. Write the word 'sat' on the board.
2. **Say:** This word is 'sat'. Say it with me.
3. Point to the word. The pupils say: sat-sat-sat.
4. **Ask:** What letter is at the beginning of the word? Point to the letter 's'.
5. Pupils should be able to answer the question.
6. **Say:** Say the sound /s/ with me – ssssss.
7. Check that the pupils can say: Ss correctly.
8. **Say:** Listen carefully. What sound is in the middle of the word?
9. Point to the 'a.' Say 'sat' slowly and carefully.
10. Some pupils should be able to tell you the middle sound. (Answer: a) If not, repeat the word and emphasise the /a/ sound.
11. **Say:** Say the sound with me. /a/. Check that the pupils can say /a/ correctly.
12. **Say:** Listen carefully. What sound is at the end of the word?
13. Point to the 't.' Say 'sat' slowly and carefully.
14. Some pupils should be able to tell you the end sound. (Answer: t) If not, repeat the word and emphasise the /t/ sound.
15. **Say:** Class, say the sound with me. tttttt. Check that the pupils can say /t/correctly.
16. **Say:** /s/ and /a/ and /t/ say 'sat.' Point to each letter and then to the whole word. Pupils repeat 2 times.

### Guided Practice (10 minutes)

1. Ask 3 pupils to volunteer to come to the front. Give them the letter cards 's,' 'a' and 't' or write the letters on a page in their exercise books.
2. **Say:** Can you use these letters to make the word 'sat?' The rest of the class can help you.

3. Have everyone work together to make the word 'sat'.
4. Have another pupil volunteer to come up. Give her/him the card with letter 'c' or write it on a page in his/her exercise book.
5. Tell the pupil with letter 's' to sit down.
6. **Ask:** Can we make another word with these letters? The rest of the class can help you.
7. Some pupils may be able to see the word 'cat.' Help the pupils stand in the right order.
8. **Say:** Let us read our new word - /c/, /a/, /t/
9. **Ask:** What is a cat? Write the word 'cat' on the board.
10. Repeat with the letters 'b' and 'm' to have pupils rearrange themselves to make 'bat' and 'mat'.
11. Write these words on the board. Point to the words and read them with the class.




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

1. Clean the board.
2. Tell the pupils to open their exercise books and write the words you say.
3. Say the following words 3-4 times, slowly, making every sound very clear.
  - a) sat
  - b) cat
  - c) bat
  - d) mat
4. **Say:** Get into pairs. Give your book to your partner and take their book.
5. Write the words on the board and have pupils check their partner's work.
6. If there is an error have the pupils correct their work after the checking is over.

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

1. **Ask:** What did we learn today? (Answer: how to sound words)
2. **Say:** Very good.

<b>Lesson Title:</b> Letter Work: Uu	<b>Theme:</b> Phonemic Awareness; Letter Work: Uu	
<b>Lesson Number:</b> L-01-127	<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 'Uu' on the alphabet strip, in this week's poem and in their names.</p>	 <p><b>Teaching Aids</b> 1. Poem: <i>Up umbrella, up!</i> (at the end of the lesson plan). 2. Alphabet strip (if you have one). 3. Picture/Drawing of an umbrella. 4. Sheets of paper with pupil's names.</p>	 <p><b>Preparation</b> 1. Before the start of the class write the poem <i>Up umbrella up!</i> at the end of the lesson plan 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. **Ask:** What happens when it rains? (Answer: We get wet.)
4. **Ask:** What do you use to keep dry? (Answer: umbrella)
5. **Say:** Today we will learn to say a poem about an umbrella and learn the letter 'Uu.'

### 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 'Uu'.
4. **Say:** This is 'u'.
5. Point to uppercase 'U'. **Say:** 'This is uppercase 'U'!' This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'u'. **Say:** 'This is lowercase 'u'!' This is used at all other times.
7. Say the name of the letter, 'u' and then the sound of the letter /u/.
8. Repeat after me. **Say:** U-/u/. 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 'U' or lowercase letter 'u' in the poem?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'U'. 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 'U' in one word in the poem.
6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter.

**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 'u'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'U' three times. Explain how they should make the shapes to draw uppercase 'U'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'u' three times. Explain how they should make the shapes to draw lowercase 'u'.
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 /u/ sound. You can use words from the poem or think of your own words. (Example answers: up, umbrella)
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 'u' 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 'Uu' on the board.
4. **Say:** This is letter 'Uu'. Repeat after me. U-/u/.
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 CHANTS: UP UMBRELLA UP!] Class 1 Teacher's Guide: Using the Reading Supports (RAISES Education Project)





Up umbrella up!

Water over us

Water under us!

Up, umbrella up!

<b>Lesson Title:</b> Describing a Picture	<b>Theme:</b> Phonemic Awareness; Letter Work: Uu	
<b>Lesson Number:</b> L-01-128	<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 phrases and short sentences to describe pictures.</p>	 <p><b>Teaching Aids</b> 1. Poem 'Up, umbrella, up!' 2. A picture of a rainy day For example:</p> 	 <p><b>Preparation</b> 1. Write the words for 'Up, umbrella, up!' (at the end of the lesson plan) on the board.  2. Draw a picture of a rainy day 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 review! Say the poem 'Up, umbrella, up!' with me.
4. Point to the words as the pupils say the words.
5. **Say:** Today we will talk about a picture of a rainy day.

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

1. **Ask:** What happens on a rainy day? Raise your hand.
2. Some pupils may be able to answer the question. If not, guide them to say words like wet, rain, and umbrella. Write the words on the board.
3. Show the pupils the picture you have made.
4. **Ask:** What can you see? Raise your hand.
5. Guide the pupils to answer. (Answers: boy, girl, umbrella, clouds, rain, puddles.)
6. Point to the parts of the picture as you say the words. Repeat the words three times. For example: 'boy-boy-boy.' The pupils say the words with you.
7. Explain using the local language if needed.

### Guided Practice (10 minutes)

1. Write the words 'boy', 'girl', 'clouds', and 'puddles' on the board.
2. Point to the word 'boy.' **Say:** Raise your hand if you are a boy. The boys raise their hands.
3. Point to the word 'girl.' **Say:** Raise your hand if you are a girl. The girls raise their hands.
4. **Ask:** Where do we find clouds?
5. Some pupils will be able to answer. If not, guide the pupils to point to the sky and say 'In the sky'.
6. **Ask:** Where do we find puddles?
7. Some pupils will be able to answer. If not, guide the pupils to say 'On the ground'. Explain the meaning of puddles.
8. **Ask:** Why do we use an umbrella?

9. Some pupils will be able to answer. If not, guide the pupils to say 'To keep dry in the rain'.
10. **Say:** Let's talk about the picture. The boy and girl are under the umbrella. Rain is falling from the clouds. There are puddles on the ground.
11. **Say:** Repeat with me. The boy and girl are under the umbrella.
12. Say the words slowly and clearly. Point to the picture. The pupils say the sentence with you.
13. Repeat for the second and third sentences.
14. **Say:** Let us say all the sentences. Say the sentences with the class.

**Independent Practice** (10 minutes)

1. Tell pupils to make pairs.
2. Tell the pupils to take turns to tell the story of the picture to each other.
3. Walk around and help the groups that need help.
4. Tell the pupils to open their exercise books.
5. **Say:** Copy the picture into your book and write the words to describe what you see.

**Closing** (2 minutes)

1. **Say:** Class, listen. Let us look at the picture again.
2. **Ask:** What did we learn today? (Answer: A story about a picture)
3. **Say:** Very good.

[ALPHABET STRIP POEMS: UP UMBRELLA UP!] Class 1 Teacher's Guide: Using the Reading Supports  
(RAISES Education Project)




Up umbrella up!

Water over us,

Water under us!

Up, umbrella up!

<b>Lesson Title:</b> Uu Words	<b>Theme:</b> Phonemic Awareness; Letter Work: Uu	
<b>Lesson Number:</b> L-01-129	<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 'Uu'.</p>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Alphabet strip (if you have one) or alphabet written on the board.</li> <li>2. Pictures of simple words beginning with U - umbrella, up, under.</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 'Uu' - umbrella, up, under - 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.
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 'U' on the left hand side of the board, and lowercase 'u' 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 'Uu'.

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

1. Point to the uppercase 'U' on the board.
2. Explain that uppercase 'U' is used at the beginning of the names of people or places.
3. Write the name 'Unisa' next to uppercase 'U' to give an example.
4. Say the name and point to the letter 'U'.
5. **Ask:** Can you say more names with this letter? Raise your hands.
6. Choose some pupils to give answers and write one on the board. (Example answer: Uganda)
7. Say the name and point to the letter 'U'.
8. Point to the lowercase 'u' on the board.
9. Write these words next to the letter: umbrella, under, up. Explain in the local language if needed.
10. Say the words and point to the letter 'U'.
11. **Ask:** Can you say more words with this letter? Raise your hands!
12. Choose some pupils to give answers and write two suggestions on the board (Example answers: ugly, underground).
13. Say the words and point to the letter 'u'.
14. Point to the word 'umbrella' and point to the picture of the umbrella.
15. **Say:** Umbrella. Pupils repeat.
16. Repeat this process for all the words – up, under.

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

1. Clean the left side of the board (the uppercase 'U' 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 umbrella.
4. **Ask:** What is this? Raise your hands! Choose a pupil to give the answer.
5. Quickly draw a simple picture of another one of the words – up.
6. **Ask:** What is this? Raise your hands!
7. Choose a pupil to give the answer.
8. Repeat with more words – under.

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




1. Write uppercase 'U' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'U' in the air with your fingers.
3. Write lowercase 'u' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'u' 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 'U' at the top of the page.
8. Give pupils time to write 'U' 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 'U'.
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 'Uu')
3. Tell the class that you like their pictures.
4. Tell pupils to keep the pictures to remember the words.
5. **Say:** Very good. Thank you, class.



<b>Lesson Title:</b> Number Words using plural	<b>Theme:</b> Phonemic Awareness; Letter Work: Uu	
<b>Lesson Number:</b> L-01-130	<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 number words 0-50 and relate numbers to groups of objects.</p>		<p><b>Teaching Aids</b> 1. Story: <i>Pa Thamba's Umbrella</i>. 2. If possible bring an umbrella to class or draw a picture of an umbrella on the board.</p>		<p><b>Preparation</b> 1. Write the numbers 1-50 on the board. 2. Write the story <i>Pa Thamba's Umbrellas</i> on the board before the lesson. 3. Draw a picture an umbrella.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is...?
2. Point to the word. Move your finger along the word as you say it.
3. **Say:** Say the numbers, please. Point to numbers 1-50 on the board.
4. First, point to the numbers slowly and in order. Then point to the numbers in a different order. Then point to the numbers quickly.
5. Tell pupils that today they are going to listen to a story about numbers.

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

1. Point to the umbrella or the picture of the umbrella on the board. **Ask:** What is this? Raise your hands.
2. Some pupils may be able to answer. If not, tell them that umbrellas are used to keep us dry when it rains. Mime opening an umbrella. Ask pupils to explain what an 'umbrella' is in their mother tongue to check understanding.
3. **Say:** This is Pa Thamba. He has many umbrellas to sell. Listen.
4. 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 white umbrella', point to the number 1.
5. Explain using the local language if needed.
6. **Ask:** Can you remember the colours that Pa Thamba has? Raise your hands.
7. Ask 2-3 pupils to answer. (Answer: white, green, black, yellow, pink blue, orange, purple, grey and red)
8. Respond to pupils' answers, and count on your fingers. Example: Yes, that's right. He has six blue umbrellas. One, two, three, four, five, six. Six umbrellas. When there is more than one umbrella we add an 's' to the word—umbrellas.
9. 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.
10. Check pupils understand what these colours are: white, green, black, yellow, pink, blue, orange, purple, grey and red.

### Guided Practice (10 minutes)

1. **Ask:** Can you remember the story?

2. Point to number 1 and **say**: Pa Tamba has ... white umbrella. Pupils say: One white umbrella.
3. **Say**: Remember when there is only one object we do not need an 's' at the end of the word— one umbrella.
4. Point to number 2 and **say**: He can see ... Pupils say: Two green umbrellas.
5. Repeat with numbers 3-10.
6. **Say**: He can see 50... Pupils say: Fifty red umbrellas.

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

1. Tell pupils to open their exercise books.
2. **Say**: Draw Pa Thamba selling umbrellas. Put the umbrellas in the picture. Write the number the umbrellas.
3. Have 2-3 pupils share their picture and talk about it.
4. Ask questions about the picture, about how many umbrellas there are and what colour they are.

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

1. **Ask**: What did we count today? Raise your hands. (Answer: umbrellas)
2. **Ask**: What was the smallest number? Raise your hands. (Answer: one)
3. **Ask**: If there is only one object do we need an 's' at the end of the word? (Answer: no)
4. **Ask**: What was the biggest number? Raise your hands. (Answer: fifty)
5. **Ask**: If there is more than one object do we need an 's' at the end of the word? (Answer: yes)
6. **Say**: One umbrella. Fifty umbrellas.
7. **Say**: Well done! You are so bright!

[STORY: PA THAMBA'S UMBRELLAS] by Aminata Jalloh

This is Pa Thamba. He sells umbrellas. He likes umbrellas.

He has one white umbrella. He has two green umbrellas. He has three black umbrellas. He has four yellow umbrellas. He has five pink umbrellas. He has six blue umbrellas. He has seven orange umbrellas. He has eight purple umbrellas. He has nine grey umbrellas. He has a lot of red umbrellas.

Ten...twenty...thirty...forty...fifty... red umbrellas!

<b>Lesson Title:</b> Questions about Stories	<b>Theme:</b> Letter Work: Vv	
<b>Lesson Number:</b> L-01-131	<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 ask and answer simple questions in a story lesson.</p>	 <p><b>Teaching Aids</b> Weather picture: </p>	 <p><b>Preparation</b> 1. Write the story <i>Zinab and Musa</i> on the board.  2. If necessary, write the questions in the 'Introduction to New Material' section on the board for pupils to use in the 'Guided Practice'.</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:** What is the weather like today? Look out of the window and point to the sky.
4. **Ask:** Is it sunny? Is it raining? The class responds with the correct weather.
5. Tell the pupils that today they will hear a story about the weather.

### Introduction to the New Material (8 minutes)

1. Show the class the picture of the boy and girl in the rain.
2. **Ask:** What can you see? Raise your hand.
3. Have 3-4 pupils answer. (Answer: clouds, rain, umbrella, boy and girl, puddles)
4. **Say:** Class, listen to a story.
5. Tell the story at the bottom of the page. Point to the pictures as you talk. Tell the story a second time. Use expression and gestures to tell the story.

### Guided Practice (12 minutes)

1. **Say:** Let's talk about the story. I will ask you some questions. Raise your hand to answer.
2. **Ask** the following questions. Explain them in the local language if needed:
  - a) What was the weather like? (Answer: It was raining)
  - b) Who is the boy? (Answer: Musa)
  - c) Who is the girl? (Answer: Zinab)
  - d) What did Musa and Zinab want to do? (Answer: Play outside)
  - e) What did mother say? (Answer: Do not walk in puddles)
  - f) What noise did the rain make? (Answer: t-t-t-t)
  - g) What did Musa do? (Answer: Jumped in a puddle.)
  - h) Why was mother cross? (Answer: Musa was wet/Musa did not listen)
3. **Say:** I asked you questions. Some questions were about *who* was in the story. Some questions were about *what* they did. Some questions were about *why* they did things.
4. Write the words 'who', 'what' and 'why' on the board.
5. **Say:** Repeat with me – who, what, why. Explain the meaning of these words in the local language.

6. Ask pupils if they can think of any more question using 'who', 'what' and 'why'. Guide pupils to try to come up with 2 more questions.

**Independent Practice** (10 minutes)

1. Tell pupils to get into pairs.
2. Tell them that you will ask 'who', 'what' and 'why' questions, and they have to discuss the questions with their partner.
3. Repeat the questions asked before. Give pupils 1 minute to discuss each question and then discuss the answer with the whole class.
  - a) What was the weather like? (Answer: It was raining)
  - b) Who is the boy? (Answer: Musa)
  - c) Who is the girl? (Answer: Zinab)
  - d) What did Musa and Zinab want to do? (Answer: Play outside)
  - e) What did mother say? (Answer: Do not walk in puddles)
  - f) What noise did the rain make? (Answer: t-t-t-t)
  - g) What did Musa do? (Answer: Jumped in a puddle.)
4. **Ask:** Are there any other questions you want to ask me about the story?
5. Encourage pupils to think of and ask questions.

**Closing** (2 minutes)

1. **Ask:** Did you enjoy the story? What was your best part?
2. Have pupils raise their hand. Take 2-3 answers.

[*STORY: ZINAB AND MUSA*] by Deborah Avery

It was raining. Musa and Zinab wanted to play outside.

Musa said, "Can we go and play, Mother?"

Mother said, "You will get wet."

Zinab said, "Can we take the umbrella?"

Mother said, "You can take the umbrella. Do not walk in the puddles."




Musa and Zinab took the umbrella. The rain made a noise on the umbrella – t-t-t-t-t.

Musa jumped in a puddle. His shorts got wet.

Mother shouted, "Come back inside!"

Zinab and Musa ran inside.

<b>Lesson Title:</b> Letter Work: Vv	<b>Theme:</b> Letter Work: Vv	
<b>Lesson Number:</b> L-01-132	<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 'Vv' on the alphabet strip, in this week's poem and in their names.</p>	 <p><b>Teaching Aids</b> 1. Poem: <i>Vero, Vero village girl</i>' (at the end of the lesson plan) 2. Alphabet strip (if you have one). 3. Sheets of paper with pupil's names.</p>	 <p><b>Preparation</b> 1. Before the start of the lesson write the poem <i>Vero, Vero village girl</i> on the board. 2. Prepare the alphabet strip/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:** Where do we live? (Answer: Name of your town or village)
4. **Ask:** Is it a town or a village? Some pupils may be able to answer the question. If not, guide the pupils to understand that a town is big and a village is small.
5. **Say:** Today we will learn to say a poem about a village girl called Vero and learn the letter 'Vv'.

### 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 'Vv'.
4. **Say:** This is 'v'.
5. Point to uppercase 'V'. **Say:** 'This is uppercase 'V'!' This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to small 'v'. **Say:** 'This is small 'v'!' This is used at all other times.
7. Say the name of the letter, 'v' and then the sound of the letter /v/.
8. Repeat after me. **Say:** V-/v/. 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 'V' or small letter 'v' in the poem?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'V'. 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 'Vv' 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 'v'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'V' three times. Explain how they should make the shapes to draw uppercase 'V'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the small 'v' three times. Explain how they should make the shapes to draw small 'v'.
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 /v/ sound. You can use words from the poem or think of your own words. (Example answers: village, Vero)
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 'v' 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 'Vv' on the board.
4. **Say:** This is letter 'Vv'. Repeat after me. V-/v/.
5. Pupils say the name and the sound.
6. Tell pupils to bring their exercise books tomorrow.
7. Collect the sheets of paper with pupil's names and store them safely to use for future lessons.

[ALPHABET STRIP POEMS: VERO, VERO VILLAGE GIRL] From Class 1 Teacher's Guide: Using the Reading Supports (RAISES Education Project)




Vero, Vero village girl.

Visit Vero very soon.

Visit Vero in her room.

Visit Vero very soon.

<b>Lesson Title:</b> Retelling a Story	<b>Theme:</b> Letter Work: Vv	
<b>Lesson Number:</b> L-01-133	<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 short story with sentences and drawings.</p>	 <p><b>Teaching Aids</b> Five simple pictures or drawings from the story in the lesson plan.</p>	 <p><b>Preparation</b> 1. Write the story <i>Valentino and the Vegetable Van</i> on the board.  2. Make five pictures for the story <i>Valentino and the Vegetable Van</i> and draw them on the board (see descriptions below).</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.
4. Have pupils raise their hand 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 tell a story about a man called Valentino.

### Introduction to the New Material (8 minutes)

1. **Say:** Now I will tell you a story about a man with a van. His name is Valentino.
2. **Ask:** What is his name?
3. Pupils answer together: Valentino
4. Point to the story on the board. **Say:** Let us read the story together.
5. Point to the words as you read. Explain in the local language if needed.
6. Tell pupils to close their eyes and imagine as you read the story again. Tell them to make a film in their mind as you are reading the story.
7. Read the story slowly again, explaining in the local language as needed.

### Guided Practice (7 minutes)

1. **Say:** Let's retell the story.
2. Have five pupils volunteer to come up to help you.
3. Tell them that with the help of the whole class they have to retell the story. Tell them that they should use as much English as they can, but they can also use the local language.
4. Start the story. **Say:** Valentino has a van. Then what happens?
5. Have pupils in front of the class add a little bit of the story one after another.
6. After each pupil speaks, ask the rest of the class if it is correct. Other pupils can also raise their hand to help the pupils in front.

### Independent Practice (15 minutes)

1. Tell pupils to take out their exercise books.

2. Explain that they have to retell the story using pictures and words. They can draw simple drawings to show what was happening in the story and then take help from the story written on the board to tell their story in words.
3. Tell them that they should do as much as they can, they will have more time to do this in the next lesson.
4. Walk around to help pupils retell their stories.

**Closing** (2 minutes)

1. **Say:** Class. Be quiet and look at me.
2. **Ask:** What did we learn today? (Answer: A story about a man with a vegetable van)
3. Tell the class to tell their story at home.
4. **Say:** Very good. Thank you, class.

[*STORY: VALENTINO AND THE VEGETABLE VAN*] by Ami Jalloh

Valentino has a van.

He drive his van very carefully to the village.

He carries vegetables in his van.

He visits the vegetable vendor at the market.

Valentino is a very popular visitor in the village.

Picture: A van.

Picture: A village.




Picture: Vegetables.

Picture: Man holding vegetables.

Picture: People waving at the van.



<b>Lesson Title:</b> Vv Words	<b>Theme:</b> Letter Work: Vv	
<b>Lesson Number:</b> L-01-134	<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 'Vv'.</p>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Alphabet strip (if you have one) or alphabet written on the board.</li> <li>2. Pictures of simple words beginning with V - vine, van, vegetable.</li> <li>3. An exercise book (for the teacher).</li> <li>4. Poem: <i>Vero, Vero village girl.</i></li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the poem Vero, Vero village girl on the board before the lesson.</li> <li>2. Draw simple pictures of words beginning with 'Vv' - vine, van, vegetable - 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.
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. **Say:** Let's review. Say the poem of the week. Point to the words as you say them.
6. Write uppercase 'V' on the left hand side of the board, and lowercase 'v' on the right hand side of the board.
7. Say the letter. Pupils repeat 3 times.
8. Tell the pupils that today they will learn about words beginning with the letter 'Vv'.

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

1. Point to the uppercase 'V' on the board.
2. Remind the pupils that uppercase 'V' is used at the beginning of the names of people or places.
3. Write the name 'Victor' next to uppercase 'V' to give an example.
4. Say the name and point to the letter 'V'.
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: Vero).
7. Say the name and point to the letter 'V'.
8. Point to the lowercase 'v' on the board. Write these words next to the letter: vine, vegetable, van.
9. Say the words and point to the letter 'v'.
10. **Ask:** Can you say more words beginning with this letter? Raise your hands!
11. Choose some pupils to give answers and write two suggestions on the board (Example: visit, vest).
12. Point to the word 'vine' and point to the picture of the vine.

13. **Say:** Vine. Pupils repeat.
14. Repeat this process for all the words - vegetable, van.

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

1. Clean the left hand side of the board.
2. **Say:** Let's play a game.
3. On the left hand side of the board, quickly draw a picture of a vegetable.
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 which begin with the letter 'v' - van.
7. **Ask:** What is this? Raise your hands! Choose a pupil to give the answer.
8. Repeat with more words. Choose words you can draw. For example: van, vest.

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

1. Write uppercase 'V' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'V' in the air with your fingers.
3. Write lowercase 'v' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'v' 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 'V' at the top of the page.
8. Give pupils time to write 'V' 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 'V'.
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 'Vv')
3. Tell the class that you liked their pictures.
4. **Say:** Very good. Thank you, class

[ALPHABET STRIP POEMS: VERO, VERO VILLAGE GIRL] From Class 1 Teacher's Guide: Using the Reading Supports (RAISES Education Project)




Vero, Vero village girl.

Visit Vero very soon.

Visit Vero in her room.

Visit Vero very soon.

<b>Lesson Title:</b> Number Word	<b>Theme:</b> Letter Work: Vv	
<b>Lesson Number:</b> L-01-135	<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 count 0-50 and relate numbers to groups of objects.</p>	 <p><b>Teaching Aids</b> 1. Song <i>Ten green bottles</i>  2. Ten bottles or a picture of ten bottles</p>	 <p><b>Preparation</b> 1. Write the numbers 1 to 50 on the board at the top.  2. Copy the song <i>Ten green bottles</i> on the board.  3. Collect ten bottles or draw a picture of ten bottles on a wall.</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 review! Count from 1 to 50 with me.
3. Point to the numbers 1 to 50 as the class counts.
4. Today we will count things. We will learn a song about counting backwards.

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

1. **Say:** Look at the number square. Let's count! Count from 1 to 50 on the number square. Point to each number as you count. Speak slowly and clearly. The pupils count with you.
2. **Say:** Now let's count backwards. Count from 50 to 1 on the number square. Point to each number as you count.
3. Draw 20 circles on the board. Count with the pupils as you draw them.
4. One by one erase the circles and count backwards with the pupils.
5. Repeat with 35 triangles and 45 stars.

### Guided Practice (10 minutes)

1. Tell pupils they are going to learn a song about counting backwards. Show them the bottles or the picture of the bottles.
2. **Ask:** How many bottles? (Answer: 10)
3. **Say:** There are 10 bottles. The pupils all say: There are ten bottles.
4. Sing the first line of the song: 'Ten green bottles standing on a wall.' Point to the words as you say them.
5. **Say:** Sing the line with me.
6. Sing the next line of the song: 'And if one green bottle should accidentally fall.' Point to the words as you sing.
7. **Say:** Sing the line with me.
8. Remove one of the bottles or cover one of the bottles on the picture.
9. **Ask:** How many are left?
10. Sing the last line of the song: 'There'll be nine green bottles standing on the wall.' Point to the words as you sing.
11. **Say:** Sing the line with me.

12. Sing the whole song like this with the class. Let the class rest after every line.

**Independent Practice** (10 minutes)

1. **Say:** Open your exercise books.
2. **Say:** Draw ten bottles. Write 'ten' next to the picture.
3. **Say:** Draw nine bottles. Write 'nine' next to it.' Repeat for all the numbers 8 to 1.
4. Walk around and help the pupils if necessary.

**Closing** (2 minutes)

1. **Say:** Let's sing our song again. Point to the pictures in your books.
2. **Say:** Very good!

[SONG: TEN GREEN BOTTLES]

Ten green bottles standing on a wall (x2)  
And if one green bottle should accidentally fall  
There'll be nine green bottles standing on a wall.

Nine green bottles standing on a wall (x2)  
And if one green bottle should accidentally fall  
There'll be eight green bottles standing on a wall.

Eight green bottles standing on a wall (x2)  
And if one green bottle should accidentally fall  
There'll be seven green bottles standing on a wall.

Seven green bottles standing on a wall (x2)  
And if one green bottle should accidentally fall  
There'll be six green bottles standing on a wall.

Six green bottles standing on a wall (x2)  
And if one green bottle should accidentally fall  
There'll be five green bottles standing on a wall.




Five green bottles standing on a wall (x2)  
And if one green bottle should accidentally fall  
There'll be four green bottles standing on a wall.

Four green bottles standing on a wall (x2)  
And if one green bottle should accidentally fall  
There'll be three green bottles standing on a wall.

Three green bottles standing on a wall (x2)  
And if one green bottle should accidentally fall  
There'll be two green bottles standing on a wall.

Two green bottles standing on a wall (x2)  
And if one green bottle should accidentally fall  
There'll be one green bottle standing on a wall.

<b>Lesson Title:</b> Sentences: Punctuation and Capital Letters	<b>Theme:</b> Numbers; Letter Work: Ww, Xx	
<b>Lesson Number:</b> L-01-136	<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 express an idea in a simple sentence.</p>	 <p><b>Teaching Aids</b> 1. Alphabet chart (If you have one).  2. Sentences written on strips of card or on the board: My name is _____.(add a name here) I live in _____. (add your town here).</p>	 <p><b>Preparation</b> 1. Make sentence strips or write sentences on the board.  2. Write the chant for Vv, 'Vero, Vero Village Girl' on the board.  3. 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. **Say:** Let's review! Say the letters of the alphabet from 'Aa' to 'Vv'. Point to the alphabet chart and say the letters with the class.
4. Today we will read and write sentences.

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

1. **Say:** Do you remember the chant for 'Vv'? Let's say 'Vero, Vero village girl' together. Point to each word as you read. Speak slowly and clearly.
2. **Ask:** What is the girl's name? Raise your hands.
3. Choose one pupil to answer. (Answer: Vero)
4. **Ask:** Where does Vero live? Raise your hands.
5. Choose one pupil to answer. (Answer: In a village)
6. **Say:** Find a partner. Give the pupils a few seconds to turn to a partner.
7. **Ask:** What is your name? Tell your partner. Say it like this: 'My name is \_\_\_\_\_.'" Add your own name. For example: My name is Thamba.
8. Listen to the pupils. Check that they use a full sentence.
9. **Ask:** Where do you live? Tell your partner. Say it like this: I live in \_\_\_\_\_. Add the name of your town or village. For example: I live in Bo.
10. Listen to the pupils. Check that they use a full sentence.
11. Show the pupils the first sentence strip or write the sentence on the board.
12. **Say:** Let us read. Read the sentence slowly and clearly. Point to each word. The pupils read with you.
13. **Ask:** What do we have at the beginning of the sentence? Point to the capital letter.
14. Some pupils may be able to answer. (Answer: Capital letter) If not, **Say:** Capital letter. We write a capital letter at the beginning of the sentence.
15. **Ask:** What do we have at the end of the sentence? Point to the full stop.
16. Some pupils may be able to answer. (Answer: Full stop) If not, **Say:** Full stop. We write a full stop at the end of the sentence.

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

1. Put both the sentences on the board. **Say:** Let's read together.
2. Read both the sentences slowly and clearly. The pupils read with you.
3. **Ask:** What is at the beginning of the sentence? Raise your hands.
4. Choose a girl to answer. **Say:** Come and show us the capital letters.
5. **Ask:** What is at the end of the sentence? Raise your hands.
6. Choose a boy to answer. **Say:** Come and show us the full stops.
7. **Say:** Let's practice writing sentences.
8. Have one girl and one boy volunteer to come to the front of the class.
9. **Ask:** What is your name? Tell me like this: 'My name is ....'
10. The pupils take turns to say the sentence. They say their name in the sentence.
11. **Say:** We will write your sentence on the board.
12. **Ask:** What must we start with? Raise your hand.
13. Choose a girl to answer (Answer: Capital letter.)
14. Write the words 'My name is (girl's name)
15. **Ask:** What must we end with? Raise your hand.
16. Choose a girl to answer (Answer: Full stop)
17. Tell the girl to put a full stop after your name.
18. Repeat this with the boy.




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

1. **Say:** Open your exercise books. Write a sentence.
2. My name is .... Point to the sentence on the board.
3. **Say:** Remember to use a capital letter and a full stop. Assist the pupils who need help.
4. **Say:** Write another sentence. I live in .... Point to the sentence on the board.
5. **Say:** Remember to use a capital letter and a full stop. Assist the pupils who need help.
6. Have pupils exchange their exercise books to check each other's work – the sentence should begin with a capital letter and end with a full stop.
7. Have pupils make corrections to their work if needed.

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

1. **Say:** Class, listen. You did very well. You wrote sentences about yourselves.

<b>Lesson Title:</b> Letter Work: Ww, Xx	<b>Theme:</b> Numbers; Letter Work: Ww, Xx	
<b>Lesson Number:</b> L-01-137	<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 'Ww' and 'Xx' on the alphabet strip, in this week's poem and in their names.</p>	 <p><b>Teaching Aids</b> 1. Poems: <i>Water well</i> and <i>Fox, fox</i> (at the end of the lesson plan). 2. Alphabet strip (if you have one). 3. Sheets of paper with pupil's names.</p>	 <p><b>Preparation</b> 1. Before the start of the lesson write the poems <i>Water well</i> and <i>Fox, fox</i> on the board. 2. Prepare the alphabet strip/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 word on the board.
3. **Say:** Today we will learn to say two new poems with the letters 'W' and 'X'.

### Introduction to the New Material (12 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 letters 'Ww' and 'Xx'.
4. **Say:** This is 'w' and this is 'x'.
5. Point to capital 'W'. **Say:** 'This is big 'W'!' This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to small 'w'. **Say:** 'This is small 'w'!' This is used at all other times.
7. Say the name of the letter, 'w' and then the sound of the letter /w/.
8. Repeat after me. **Say:** W-/w/. Say the name and the sound.
9. Point to capital 'X'. **Say:** 'This is big 'X'!' This is used when we spell names of places or people, or at the beginning of a sentence.
10. Point to small 'x'. **Say:** 'This is small 'x'!' This is used at all other times.
11. Say the name of the letter, 'x' and then the sound of the letter /x/.
12. Repeat after me. **Say:** X-/x/. Say the name and the sound.
13. Do an action for 'listen'. **Say:** Let's listen to a poem.
14. Point to the poem.
15. Read the poem. Point to each word as you read it.
16. Explain the meaning of the poem in the local language, if needed.
17. Read it again.

### Guided Practice (8 minutes)

1. **Say:** Can you see the big letter 'W' and 'X' or small letter 'w' and 'x' in the poem?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letters 'W' or 'X'. 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 letters 'W' or 'X' 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 letters 'w' and 'x'. Say it 3 times.
4. Turn your back to the class and trace the capital 'W' once. Explain how they should make the shapes to draw capital 'W'.
5. Have pupils copy you and say the letter out loud.
6. Turn your back to the class and trace the small 'w' once. Explain how they should make the shapes to draw small 'w'.
7. Turn your back to the class and trace the capital 'X' once. Explain how they should make the shapes to draw capital 'X'.
8. Have pupils copy you and say the letter out loud.
9. Turn your back to the class and trace the small 'x' once. Explain how they should make the shapes to draw small 'x'.
10. Have pupils copy you and say the letter out loud.
11. **Say:** Turn to your partner and say 2 words that begin with the /w/ sound or end with the /x/ sound. You can use words from the poem or think of your own words. (Example answers: water, box)
12. Distribute the paper with pupil names to them. Give them 1 minute to look at it and stand up if their name has the letters 'w' or 'x' in it.
13. 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 letters 'Ww' and 'Xx' on the board.
4. Tell pupils to bring their exercise books tomorrow.
5. Collect the sheets of paper with pupils names and store them safely to use for future lessons.

[ALPHABET STRIP POEMS] Class 1 Teacher's Guide: Using the Reading Supports (RAISES Education Project)

[WATER WELL]




Water well,  
Water pump,  
Wash, wash, wash!

[FOX, FOX]

Fox, fox,  
away you go!  
Ox, ox,  
walk so slow.



<b>Lesson Title:</b> Number Words	<b>Theme:</b> Numbers; Letter Work: Ww, Xx	
<b>Lesson Number:</b> L-01-138	<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 count and use number words (0-50) to count objects and pupils.</p>		<p><b>Teaching Aids</b> Numbers and number words 1 to 50 (at the end of the lesson)</p>		<p><b>Preparation</b> 1. Write the numbers 1 to 50 on the board in rows of ten.  2. Write the number words one to fifty on the boards in rows of ten.</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 review! Count from 1 to 50 with me.
4. Point to the number 1 to 50 as the class counts.
5. **Say:** Let's count again. Count from one to fifty with me.
6. Point to the number words one to fifty as the class counts.
7. **Say:** Today we will match numbers to their number words.

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

1. Show the pupils the number words on the board.
2. **Say:** Let's play a game. We will all count together.
3. Ask a volunteer to stand up, point to him/herself and say 'one'.
4. Everyone repeats 'one'.
5. Ask the pupil sitting next to the first one to stand up, point him/herself and say 'one, two'.
6. Everyone repeats 'one, two'.
7. Count to 50 with the pupils like this, adding one pupil at a time.

### Guided Practice (10 minutes)

1. **Say:** When I point to a number word, then you will say the number.
2. Point to random number words have pupils say the number. If pupils name the incorrect number correct them and ask again.
3. Point to all number words up to fifty.

### Independent Practice (10 minutes)

1. **Say:** Now let's find a partner. Count up to fifty. Take turns to read the number words.
2. Walk around the room and provide support to pupils as necessary.




### Closing (2 minutes)

1. **Say:** Let us look at the number words again. Next time we will write the words.
2. **Say:** Well done!

[NUMBERS AND NUMBER WORDS]

1	one	11	eleven	21	twenty-one	31	thirty-one	41	forty-one
2	two	12	twelve	22	twenty-two	32	thirty-two	42	forty-two
3	three	13	thirteen	23	twenty-three	33	thirty-three	43	forty-three
4	four	14	fourteen	24	twenty-four	34	thirty-four	44	forty-four
5	five	15	fifteen	25	twenty-five	35	thirty-five	45	forty-five
6	six	16	sixteen	26	twenty-six	36	thirty-six	46	forty-six
7	seven	17	seventeen	27	twenty-seven	37	thirty-seven	47	forty-seven
8	eight	18	eighteen	28	twenty-eight	38	thirty-eight	48	forty-eight
9	nine	19	nineteen	29	twenty-nine	39	thirty-nine	49	forty-nine
10	ten	20	twenty	30	thirty	40	Forty	50	fifty

<b>Lesson Title:</b> Ww and Xx Words	<b>Theme:</b> Numbers; Letter Work: Ww, Xx	
<b>Lesson Number:</b> L-01-139	<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 'Ww' and 'Xx'.</p>	 <p><b>Teaching Aids</b> 1. Alphabet strip (if you have one) or alphabet written on the board.  2. Pictures/drawing of simple words beginning with Ww – water, wall, wave and words containing Xx – box, ox.  3. Alphabet Poems: <i>Water well</i> and <i>Fox, fox</i></p>	 <p><b>Preparation</b> 1. Write the poems - <i>Water well</i> and <i>Fox, fox</i> on the board.  2. Draw simple pictures of words beginning with Ww – wall, wave and words containing Xx – box, ox.</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.
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. **Say:** Say the poems of the week - *Water well* and *Fox, fox*. Point to the words as you say them.
6. Write 'Ww' on one side of the board and 'Xx' on the other. Say the letters. Pupils repeat 3 times.
7. Tell the pupils that today they will learn more about words that contain the letters Ww and Xx.

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

1. Point to the uppercase 'W' on the board. Remind the pupils that uppercase 'W' is used at the beginning of the names of people or places.
2. Write the name 'William' next to uppercase 'W' to give an example.
3. Say the name and point to the letter 'W'.
4. Point to the lowercase 'w' on the board.
5. Write these words next to the letter: water, wall, waves. Explain in the local language if needed.
6. Say the words and point to the letter 'w'. Pupils repeat.
7. Point to the uppercase 'X' on the board. Explain that very few words begin with 'x' so we will look at words that end with 'x'.
8. Write these words next to the letter: ox, box. Explain in the local language if needed.
9. Say the words and point to the letter 'x'. Pupils repeat.
10. **Ask:** Can you say more words beginning with 'w' or ending with 'x'? Raise your hands!
11. Choose some pupils to give answers and write two suggestions on the board for each (Example answers: weather, well, fox).
12. Say the words and point to the letters 'w' and 'x'. Pupils repeat.
13. Point to the word 'water' and point to the picture of the water. **Say:** Water. Pupils repeat.
14. Repeat this process for all the words – wall, waves, ox, box.

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

1. Clean the board.
2. **Say:** Let's play a game. On the left hand side of the board, quickly draw a wall.
3. **Ask:** What is this? Raise your hands! Choose a pupil to give the answer.
4. Quickly draw a simple picture of 'water'. **Ask:** What is this? Raise your hands!
5. Choose a pupil to give the answer.
6. Repeat with more words - wall, waves, ox, box.

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

1. Write the uppercase letters 'W' and 'X' on the board, slowly explaining how to write it.
2. Turn your back and write uppercase 'W' and 'X' in the air, slowly explaining how to write it. Have pupils follow along.
3. Write the lowercase letters 'w' and 'x' on the board, slowly explaining how to write it.
4. Turn your back and write lowercase 'w' and 'x' in the air, slowly explaining how to write it. Have pupils follow along.
5. Hold up your exercise book. Open the exercise book. Point to the top of a page.
6. **Say:** Write letters 'W' and 'X' at the top of the page.
7. Give pupils time to write 'W' and 'X' on the top of the page.
8. Ask them to hold up their exercise books for you to check.
9. **Say:** Draw 3 things that begin with the letter 'W' or end with 'X'.
10. 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.

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

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

[ALPHABET STRIP POEMS] From Class 1 Teacher's Guide: Using the Reading Supports (RAISES Education Project)




[WATER WELL]

Water well,  
Water pump,  
Wash, wash, wash!

[FOX, FOX]

Fox, fox,  
away you go!  
Ox, ox,  
walk so slow.

<b>Lesson Title:</b> Number Words	<b>Theme:</b> Numbers; Letter Work: Ww, Xx	
<b>Lesson Number:</b> L-01-140	<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 count 0-50 and relate number words to groups of objects.</p>		<p><b>Teaching Aids</b> 1. Number and number words 1-50 (at the end of the lesson)</p>		<p><b>Preparation</b> 1. Write the numbers 1 to 50 on the board at the top.  2. Write the number words one to fifty 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 review! Count from 1 to 50 with me.
4. Point to the numbers 1 to 50 as the class counts.
5. **Say:** Today we will match numbers to objects.

**Introduction to the New Material** (5 minutes)

1. Show the pupils the number names on the chart or the board.
2. **Say:** Let's count the number words. Point to the words and say the numbers. Ask the pupils to count with you.
3. Point to the number chart. **Ask:** Which word says 'twenty-two'?
4. Have a pupil volunteer to point it out on the board.
5. Repeat for the other pictures and numbers – thirty-five, forty-six, fifty.
6. **Say:** Well done. You counted well.

**Guided Practice** (15 minutes)

1. **Say:** Copy the number words and numbers in your book.
2. Walk around the classroom to support pupils who are struggling.

**Independent Practice** (10 minutes)

1. **Say:** Let's play a game in pairs.
2. Tell pupils to get into pairs and take turns pointing to words for their partner to say the number.
3. Walk around the classroom to support pairs as they play.




**Closing** (2 minutes)

1. **Say:** Class, listen. Let us look at the words again. Now you can read all the words to fifty.
2. **Say:** Very good!

[NUMBERS AND NUMBER WORDS]

1	one	11	eleven	21	twenty-one	31	thirty-one	41	forty-one
2	two	12	twelve	22	twenty-two	32	thirty-two	42	forty-two
3	three	13	thirteen	23	twenty-three	33	thirty-three	43	forty-three
4	four	14	fourteen	24	twenty-four	34	thirty-four	44	forty-four
5	five	15	fifteen	25	twenty-five	35	thirty-five	45	forty-five
6	six	16	sixteen	26	twenty-six	36	thirty-six	46	forty-six
7	seven	17	seventeen	27	twenty-seven	37	thirty-seven	47	forty-seven
8	eight	18	eighteen	28	twenty-eight	38	thirty-eight	48	forty-eight
9	nine	19	nineteen	29	twenty-nine	39	thirty-nine	49	forty-nine
10	ten	20	twenty	30	thirty	40	Forty	50	fifty

<b>Lesson Title:</b> Recording an Event	<b>Theme:</b> Reading Comprehension; Letter Work: Yy, Zz	
<b>Lesson Number:</b> L-01-141	<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 a scene or an event they have experienced.</p>		<p><b>Teaching Aids</b> 1. Chant <i>Vero, Vero village girl</i> (at the end of the lesson plan).  2. Pictures/Drawings of a girl at school, playing with her friends, in the market</p>		<p><b>Preparation</b> 1. Write the chant <i>Vero, Vero village girl</i> (at the end of the lesson plan) on the board.  2. Find or draw pictures of a girl. Draw them on card or on the board, stick figures are fine.</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 review the chant about *Vero, Vero village girl!* Read the chant with the class. Point to the words.
4. **Say:** Today we are going to talk about things that we have done.

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

1. **Say:** Today we are going to talk about what people do. Let's start with Vero. Raise your hand.
2. **Ask:** Is Vero a girl or a boy? (Answer: Girl)
3. **Ask:** Where does Vero live? (Answer: In a village)
4. Show the class the first picture of a girl at school. **Say:** This is Vero. **Ask:** Where is she? Raise your hands.
5. The pupils look at the picture. Some may be able to answer the question. If not, **say:** She is at school.
6. **Ask:** What else can you see in the picture? Raise your hands. The pupils tell you what is in the picture.
7. Show the class the second picture of the girl playing. **Say:** This is Vero.
8. **Ask:** What is she doing? Raise your hands. The pupils look at the picture. Some may be able to answer the question. If not, **Say:** She is playing.
9. **Ask:** What else can you see in the picture? Raise your hands. The pupils tell you what is in the picture.
10. Show the class the third picture of the girl playing. **Say:** This is Vero. **Ask:** What is she doing? Raise your hands.
11. The pupils look at the picture. Some may be able to answer the question. If not, **Say:** She is at the market.
12. **Ask:** What else can you see in the picture? Raise your hands. The pupils tell you what is in the picture.
13. **Say:** These are things Vero can do.

### Guided Practice (8 minutes)

1. **Say:** Let's think about ourselves.
2. **Ask:** What did you do last weekend?
3. **Ask:** Did anyone watch a football game? Some pupils may say yes.
4. **Say:** I went to a game. Let's draw the game.
5. **Ask:** What shall we draw?
6. Take suggestions from the pupils. Draw a picture of a football. You can draw a stick figure of a person kicking a ball at the goals.
7. **Ask:** What can you see in the picture?
8. Have pupils raise their hand to answer. (Answer: A football, a person, goal)

**Independent Practice** (12 minutes)

1. Tell pupils to open their exercise books.
2. **Say:** Draw a picture of something you have done.
3. If it is possible, walk around the room checking that pupils are doing the activity. Ask questions like: Who is this? What is she/he doing? Where is this?
4. **Say:** Well done, class. You have drawn good pictures.

**Closing** (2 minutes)

1. **Say:** Class, listen. You have worked hard today. Did you have fun?
2. **Say:** Very good!

[ALPHABET STRIP POEM: VERO VERO VILLAGE GIRL] Class 1 Teacher's Guide: Using the Reading Supports (RAISES Education Project)

Vero, Vero village girl




Visit Vero very soon.

Visit Vero in her room.

Visit Vero very soon.



<b>Lesson Title:</b> Letter Work: Yy, Zz	<b>Theme:</b> Reading Comprehension; Letter Work: Yy, Zz	
<b>Lesson Number:</b> L-01-142	<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 'Yy' and 'Zz' on the alphabet strip, in this week's story and in their names.</p>	 <p><b>Teaching Aids</b> 1. Poems: <i>Yibu in the yellow dress</i> and <i>Zip up the zipper</i> (at the bottom of the lesson plan). 2. Alphabet strip (if you have one). 3. Sheets of paper with pupil's names.</p>	 <p><b>Preparation</b> 1. Before the start of the lesson write the poems <i>Yibu in the yellow dress</i> and <i>Zip up the zipper</i> on the board. 2. Prepare the alphabet strip/write the alphabet on the board.</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. **Ask:** Do you know what a zipper is? Some pupils may be able to answer. If not, show the class a zip or mime zipping up a zipper.
3. **Say:** Today we will learn to say two new poems with the letters 'Yy' and 'Zz'. We'll read about a yellow dress and a zipper.

### Introduction to the New Material (12 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 letters "Yy" and "Zz".
4. **Say:** This is 'y' and this is 'z'.
5. Point to uppercase 'Y'. **Say:** 'This is big 'Y'!' This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'y'. **Say:** 'This is lowercase 'y'!' This is used at all other times.
7. Say the name of the letter, 'y' and then the sound of the letter /y/.
8. Repeat after me. **Say:** Y-/y/. Say the name and the sound.
9. Point to uppercase 'Z'. **Say:** 'This is big 'Z'!' This is used when we spell names of places or people, or at the beginning of a sentence.
10. Point to lowercase 'z'. **Say:** 'This is lowercase 'z'!' This is used at all other times.
11. Say the name of the letter, 'z' and then the sound of the letter /z/.
12. Repeat after me. **Say:** Z-/z/. Say the name and the sound.
13. Do an action for 'listen'. **Say:** Let's listen to a poem.
14. Point to the poem.
15. Read the poem. Point to each word as you read it.
16. Explain the meaning of the poem in the local language, if needed.
17. Read it again.

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

1. **Say:** Can you see the big letter 'Y' and 'Z' or lowercase letter 'y' and 'z' in the poem?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letters 'Y' or 'Z'. 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 letters 'Y' or 'Z' 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. **Say:** Listen carefully and follow instructions.
2. **Say:** Turn to your partner and say the sound made by the letters 'y' and 'z'. Say it 3 times.
3. Turn your back to the class and trace the uppercase 'Y' once. Explain how they should make the shapes to draw uppercase 'Y'. Have pupils copy you and say the letter out loud.
4. Turn your back to the class and trace the lowercase 'y' once. Explain how they should make the shapes to draw lowercase 'y'.
5. Turn your back to the class and trace the uppercase 'Z' once. Explain how they should make the shapes to draw uppercase 'Z'. Have pupils copy you and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'z' once. Explain how they should make the shapes to draw lowercase 'z'. Have pupils copy you and say the letter out loud.
7. **Say:** Turn to your partner and say 2 words that begin with the /y/ sound or the /z/ sound. You can use words from the poem or think of your own words. (Example answers: zip, yam)
8. Distribute the paper with pupil names to them. Give them 1 minute to look at it and stand up if their name has the letters 'y' or 'z' in it.
9. 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 letters 'Yy' and 'Zz' on the board.
4. Tell pupils to bring their exercise books tomorrow.
5. Collect the sheets of paper with pupils names and store them safely to use for future lessons.

[ALPHABET STRIP POEMS] Class 1 Teacher's Guide: Using the Reading Supports (RAISES Education Project)




#### [YIBU IN THE YELLOW DRESS]

Yibu in the yellow dress  
Yibu with a yam  
Yibu sells, Yibu yells:  
Yam, yam, yam!

#### [ZIP THE ZIPPER]

Zip up the zipper  
zip, zip, zip.  
Zip your trousers,  
Zip our skirt,  
Zip up the zipper,  
Zip, zip, zip.

<b>Lesson Title:</b> Storytelling	<b>Theme:</b> Reading Comprehension; Letter Work: Yy, Zz	
<b>Lesson Number:</b> L-01-143	<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 the week's letter stories.</p>	 <p><b>Teaching Aids</b> 1. Poems <i>Yibu in the yellow dress</i> and <i>Zip up the zipper</i> (at the end of the lesson plan)  2. 4 pictures of a girl (Yibu): wearing a yellow dress, with a basket of yams, walking with the basket, holding a yam and shouting</p>	 <p><b>Preparation</b> 1. Write the poems <i>Yibu in the yellow dress</i> and <i>Zip up the zipper</i> 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 review.
4. Read the Alphabet poems *Yibu in the yellow dress* and *Zip up the zipper*. Point to the words as you read.
5. **Say:** Today we will tell stories that we know, again.

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

1. **Ask:** What was our first poem about?
2. Pupils answer together: Yibu
3. **Say:** Let's talk about Yibu. Raise your hand to answer these questions.
  - a) **Ask:** What colour is Yibu's dress? (Answer: yellow)
  - b) **Ask:** What is in Yibu's hand? (Answer: a Yam)
  - c) **Ask:** What does Yibu do with the yam? (Answer: She sells)
  - d) **Ask:** What does Yibu shout? (Answer: Yam, yam, yam)
4. **Say:** Let's make up a story about Yibu.
5. Point to the first picture. **Say:** Yibu puts on her yellow dress. Repeat with me.
6. Pupils respond: Yibu puts on her yellow dress. The pupils look at the picture and say the words as well as they can.
7. Point to the second picture. **Say:** She puts her yams in the basket. Repeat with me.
8. Pupils respond: She puts her yams in the basket. The pupils look at the picture and say the words as well as they can.
9. Point to the third picture. **Say:** She walks to market. Repeat with me.
10. Pupils respond: She walks to market. The pupils look at the picture and say the words as well as they can.
11. Point to the fourth picture. **Say:** She sells the yams. Repeat with me.
12. Pupils respond: She sells the yams. The pupils look at the picture and say the words as well as they can.
13. **Say:** Now let's all say our poem about the Zipper together.
14. Say the poem and do the actions.

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

1. **Say:** Let's tell the whole story. Point to the pictures and say the words with the class.
2. Divide the class into two groups on the right and on the left of the classroom.
3. **Say:** We will take turns to tell the story. This group will start.
4. Point to the pupils on the right. Show them the first picture.
5. **Ask:** What do you say for this picture? Help the pupils to say 'Yibu puts on her yellow dress.'
6. Point to the group on the left. Show them the second picture.
7. **Ask:** What do you say for this picture? Help the pupils to say 'She puts her yams in the basket.'
8. Repeat for the last two pictures.
9. **Say:** Now let's say the whole story together.
10. Show the pupils the pictures. Help them to say the words.
11. **Say:** Let's say the 'zipper' poem again.
12. Say the poem and do the actions.

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

1. Tell the pupils get in pairs.
2. **Say:** Tell the story to your partner. Take turns.
3. If possible walk around the class and help the pupils. Ask questions like 'What comes next? What does she sell? Where is she going?'
4. After 5 minutes, tell the pupils to say the 'Zipper' rhyme in their pairs.
5. If possible walk around the class and help the pupils. Ask questions like 'What comes next? What do you zip?'
6. **Say:** Let's have a show.
7. Have 2-3 pairs come up to the front and tell the story or say the poem.

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

1. **Say:** Class, listen. You were all very good today! You can now listen and understand English!

[ALPHABET STRIP POEMS: YIBU IN THE YELLOW DRESS AND ZIP UP THE ZIPPER] Class 1 Teacher's Guide: Using the Reading Supports (RAISES Education Project)

Yibu in the yellow dress.

Yibu with a yam.

Yibu sells, Yibu yells:

Yam, yam, yam!

Zip up the zipper.

Zip, zip, zip.




Zip your trousers,

Zip your skirt,

Zip up the zipper,

Zip, zip, zip.

<b>Lesson Title:</b> Yy and Zz Words	<b>Theme:</b> Reading Comprehension; Letter Work: Yy, Zz	
<b>Lesson Number:</b> L-01-144	<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 'Yy' and 'Zz'.</p>	 <p><b>Teaching Aids</b> 1. Alphabet strip (if you have one) or alphabet written on the board.  2. Pictures of simple words beginning with 'Yy' – yam, yarn and 'Zz' – zebra, zipper  3. Alphabet chants: <i>Yiba in the Yellow Dress</i> and <i>Zip up the Zipper</i></p>	 <p><b>Preparation</b> 1. Write the chants <i>Yiba in the yellow dress</i> and <i>Zip up the Zipper</i> 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.
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. **Say:** Let's review. Say the days of the week. Point to the words as you say them.
6. Write 'Yy' on one side of the board and 'Zz' on the other.
7. Say the letters. Pupils repeat 3 times.
8. Tell the pupils that today they will learn more about words that contain the letters 'Yy' and 'Zz'.

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

1. Point to the uppercase 'Y' on the board. Remind the pupils that uppercase 'Y' is used at the beginning of the names of people or places.
2. Write the name 'Yengema' next to uppercase 'Y' to give an example.
3. Say the name and point to the letter 'Y'.
4. Point to the lowercase 'y' on the board.
5. Write these words next to the letter: yam, yarn. Explain in the local language if needed.
6. Say the words and point to the letter 'y'.
7. Write these words next to the letter: zebra, zipper. Explain in the local language if needed.
8. Say the words and point to the letter 'z'.
9. **Ask:** Can you say more words beginning with 'y' or 'z'? Raise your hands!
10. Choose some pupils to give answers and write two suggestions on the board (e.g. yellow, yard, yarn, zoo, zit).
11. Say the words and point to the letters 'y' and 'z'.
12. Point to the word 'yam' and point to the picture of the yam.
13. **Say:** Yam. Pupils repeat.
14. Repeat this process for all the words – yarn, zebra, zipper.

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

1. Clean the board.
2. **Say:** Let's play a game. On the left hand side of the board, quickly draw a yam.
3. **Ask:** What is this? Raise your hands!
4. Choose a pupil to give the answer.
5. Quickly draw a simple picture of a few more words.
6. **Ask:** What is this? Raise your hands!
7. Choose a pupil to give the answer.

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

1. Write the uppercase letters 'Y' and 'Z' on the board, slowly explaining how to write it.
2. Turn your back and write uppercase 'Y' and 'Z' in the air, slowly explaining how to write it. Have pupils follow along.
3. Write the lowercase letters 'y' and 'z' on the board, slowly explaining how to write it.
4. Turn your back and write lowercase 'y' and 'z' in the air, slowly explaining how to write it. Have pupils follow along.
5. Hold up your exercise book. Open the exercise book. Point to the top of a page.
6. **Say:** Write letters 'Y' and 'Z' at the top of the page.
7. Give pupils time to write 'Y' and 'Z' on the top of the page.
8. Ask them to hold up their exercise books for you to check.
9. **Say:** Draw 3 things that begin with the letter 'Y' and 'Z'.
10. 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.

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

1. **Say:** Class. Be quiet and look at me. What did we learn today? (Answer: Words starting with 'Yy' and 'Zz')
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.

[ALPHABET STRIP POEMS] Class 1 Teacher's Guide: Using the Reading Supports (RAISES Education Project)




#### **[YIBU IN THE YELLOW DRESS]**

Yibu in the yellow dress  
Yibu with a yam  
Yibu sells, Yibu yells:  
Yam, yam, yam!

#### **[ZIP THE ZIPPER]**

Zip up the zipper  
zip, zip, zip.  
Zip your trousers,  
Zip our skirt,  
Zip up the zipper,  
Zip, zip, zip.

<b>Lesson Title:</b> Connecting Stories to Real Life	<b>Theme:</b> Reading Comprehension; Letter Work: Yy, Zz	
<b>Lesson Number:</b> L-01-145	<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 relate events or a scene in a story to their everyday life or a real life situation.</p>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Pictures from of Yibu: wearing a yellow dress, with a basket of yams, walking with the basket, holding a yam and shouting</li> <li>2. The story of Yibu (at the end of the lesson plan) on the board</li> <li>3. Words beginning with 'Yy' and 'Zz' (from previous lesson)</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the story of Yibu on the board.</li> <li>2. Write some of the 'Yy' and 'Zz' words from the previous lesson on the board, for example: yellow, yam, zebra, zipper.</li> <li>3. Write the word frame in 'Independent Practice' section on the board.</li> </ol>
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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 review some of our words.
3. Point to the 'Yy' and 'Zz' words on the board. Read them with the class. For example: yellow, yam, zebra, zipper.
4. **Say:** Today we will talk about going to the market.

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

1. **Say:** Let's read the story about Yibu. Raise your hands to answer questions.
2. Point to the words. Read the story with the class.
3. **Ask:** What colour is Yibu's dress? (Answer: yellow)
4. **Ask:** What did she put in the basket? (Answer: yams)
5. **Ask:** Where did she go? (Answer: To the market)
6. **Ask:** What did she do at the market? (Answer: sell yams)
7. **Ask:** Who has been to a market? Some of the pupils may have been to a market.
8. **Ask:** What did you see? Point to 5 pupils who have raised their hands. They can tell you what they saw.
9. If no one has been to a market **Say:** At a market people buy and sell things. Yams, bananas, cassava, clothes, shoes. It is like a shop.
10. **Ask:** What else can you buy? Accept all answers.
11. **Ask:** What else can you see at a market or a shop? (Example answers: People selling food, children playing)
12. **Ask:** Can you see people buying? **Ask:** Can you see animals?

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

1. **Say:** Let's play a game.
2. Quickly draw an item from a market. For example: a banana.
3. **Ask:** What is this? Raise your hands.
4. Point to a pupil to answer. (Answer: banana)
5. **Say:** It is a banana. You can buy it in the market.
6. Draw another item from a market. For example: A coin.
7. **Ask:** What is this? Raise your hands.
8. Point to a pupil to answer. (Answer: money)
9. **Say:** It is money. You use it to buy things.
10. Repeat for other items that you see at a market. For example: bicycle, basket, cassava, dress.
11. **Say:** The story we told is about Yibu. But you also went to the market or to the shop. Let us tell our own story.
12. **Say:** Repeat after me. I went to the market
13. Say the words slowly and clearly. The pupils repeat the words after you.
14. **Say:** Repeat after me. I saw people buying.
15. Say the words slowly and clearly. The pupils repeat the words after you.
16. **Say:** Repeat after me. I saw ..... Choose the words your pupils told you. For example: bananas, cassava, clothes, etc.
17. Say the words slowly and clearly. The pupils say the words after you.

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

1. Tell the pupils to work in pairs.
2. **Say:** Tell your partner about the market.
3. **Write:** the word frame below on the board to help the pupils.  
**Pupil A:** I went to the market/shop.  
**Pupil B:** What did you see?  
**Pupil A:** I saw ... (Pupils can use the words they know here to describe what they saw.)
4. Pupils take turns to be pupil A and B.
5. If possible walk around the class and help the pupils. Ask questions like 'What did you see? What did it look like? What colour was it?'
6. Have a few pupils volunteer to share their stories.

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

1. **Say:** You should keep telling your stories. Try using English words as much as you can!
2. **Say:** Very good. Thank you, class. You have worked hard this year!

[*STORY: YIBU GOES TO MARKET*] by Deborah Avery

Yibu puts on her yellow dress.




She puts her yams in a basket.

She walks to the market.

She sells her yams.



<b>Lesson Title:</b> The Verb 'to be'	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-01-146	<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 describe drawings using the verb 'to be' in simple sentences.</p>	 <p><b>Teaching Aids</b> 1. Alphabet line or alphabet written on the board Aa-Zz. 2. Drawing of a young boy, a young girl and an older girl on the board. 3. Sentence frame at the end of lesson plan</p>	 <p><b>Preparation</b> 1. Write the alphabet on the board Aa-Zz. 2. Write sentence frame at the end of the lesson plan on the board. 3. Draw a picture of a young boy, young girl and an older girl on the board.</p>
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### Opening (5 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 some of our letters and sounds.
4. Point to the first letter in the alphabet line Aa.
5. Ask pupils to say the letter name and its sound. Point to each letter until you get to Zz.
6. **Say:** Very good. Today we will learn how to describe drawings using the verb 'to be'.

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

1. Point to the picture of the boy on the board. **Say:** This is Brima.
2. **Ask:** What is his name? Pupils say: Brima.
3. **Say:** He is 10 years old. **Ask:** How old is he? Pupils say: He is 10 years old. **Say:** He is 10 years old.
4. Guide pupils to respond in a complete sentence.
5. Point to the picture of the young girl on the board. **Say:** This is Musayeroh.
6. **Ask:** What is her name? Pupils say: Musayeroh.
7. **Say:** She is 10 years old. **Ask:** How old is she? Pupils say: She is 10 years old.
8. Guide pupils to respond in a complete sentence.
9. Point to the picture of the older girl on the board. **Say:** This is Gloria.
10. **Ask:** What is her name? Pupils say: Gloria.
11. **Say:** She is 16 years old. **Ask:** How old is she? Pupils say: She is 16 years old.
12. Guide pupils to respond in a complete sentence.
13. Point to the sentence frame and read it.
14. **Say:** I want to describe Brima. This is Brima. He is 10. He is a boy.
15. **Say:** Let's describe Brima together and I will finish the sentences on the board.
16. Point to each word as pupils say them and fill in the blanks.

This is Brima.

He is 10.

He is a boy.

**Guided Practice** (10 minutes)

1. **Say:** Let's describe Musayeroh.
2. Call on 3 volunteers to describe one thing that we know about Musayeroh.
3. Point to the sentence for Musayeroh and ask pupils to help you complete it.  
This is Musayeroh.  
She is 12.  
She is a girl.
4. **Say:** Now let's read the sentence for Musayeroh together.
5. Point to each word as pupils read.
6. **Say:** Now let's start at the beginning and read what we know about Brima and Musayeroh.
7. Read through the completed sentence frames for Brima and Musayeroh.

**Independent Practice** (10 minutes)

1. **Say:** Open your exercise books. Copy the sentences. Fill in the spaces with information about Gloria.
2. Walk around the classroom to check pupils are on task.
3. Pupils who finish early can draw a picture of Gloria.
4. Call on 2 girls and 2 boys to read a sentence each from their exercise books.

**Closing** (2 minutes)

1. **Say:** Very good. Raise your hand to describe one of the drawings on the board.
2. Call on 2 girl and 2 boys to describe one of the drawings on the board.
3. **Say:** Thank you and goodbye. Pupils respond.

[SENTENCE FRAMES]

This is \_\_\_\_.

He is \_\_\_\_.

He is \_\_\_\_.

This is \_\_\_\_.

She is \_\_\_\_.




She is \_\_\_\_.

This is \_\_\_\_.

She is \_\_\_\_.

She is \_\_\_\_.

<b>Lesson Title:</b> The Verb 'to be'	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-01-147	<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 'to be' and 'to have' to talk about themselves and their family.</p>	 <p><b>Teaching Aids</b> 1. Alphabet line or alphabet written on the board Aa-Zz. 2. Drawing of a family. 3. The sentence frame at the end of lesson plan.</p>	 <p><b>Preparation</b> 1. Write the alphabet on the board Aa-Zz. 2. Write sentence frames at the end of the lesson plan on the board. 3. Draw a picture of a family on the board: mother, father, brother and sister.</p>
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### Opening (3 minutes)

- Say:** Good morning/afternoon, boys and girls. Pupils say: Good morning/afternoon.
- Ask:** What day is it today? Pupils say the day. Write the name of the day on the board.
- Ask:** How many people live in your house? **Ask:** Who are they? Pupils say the family members in their house.
- Tell pupils that today they are going to continue to use 'to be' and 'to have' to talk about themselves and their families.

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

- Point to the drawing of the family on the board. **Ask:** What is this drawing of?
- Guide pupils to say family.
- Point to the drawing of the mother. **Ask:** Should we say she or he to describe the mother? (Answer: she)
- Point to the drawing of the father. **Ask:** Should we say she or he to describe the father? (Answer: he)
- Say:** Let's read about this family.
- Read the sentences on the board. Point to the words as you read them.
- Check the pupils understand the words using local language if necessary.
- After reading the story, point to different people in the drawing
- Ask:** Who is this? **Ask:** How old is she/he?
- Say:** Let's read together. Read the story again. Point to the words. Pupils say the words with you.

### Guided Practice (10 minutes)

- Erase the underlined names and numbers in the sentence frame.
- Tell pupils you will read the story and they will have to help you fill the blank lines.
- Read line 1 together. I am \_\_\_\_\_. I am \_\_\_\_\_ years old.
- Fill in the blanks.
- Read line 2 together.
- Read line 3 together. This is my sister. She is \_\_\_\_\_. She is \_\_\_\_\_ years old.
- Fill in the blanks.

8. Have a pupil volunteer to come to the board and point to who in the family this line is for.
9. Read line 4 together. This is my brother. He is \_\_\_\_\_. He is \_\_\_\_\_ years old.
10. Fill in the blanks.
11. Have a pupil volunteer to come to the board and point to who in the family this line is for.
12. Read line 5 together. This is my \_\_\_\_\_ and this is my \_\_\_\_\_.
13. Fill in the blanks.
14. Read the last line together.
15. **Say:** Let's read again. Read the story together

**Independent Practice** (10 minutes)

1. **Say:** Open your exercise books. Draw your family. Tell pupils to draw stick figures to save time.
2. Tell pupils to work in pairs and tell each other about their family using the sentences on the board.
3. Walk around and make sure pupils are on task and pairs are pointing to the correct stick figures when they describe each person.
4. Invite 1 girl and 1 boy to come to the front. **Say:** Tell the class about you and your family.

**Closing** (2 minutes)

1. **Ask:** Who has a sister? Stand up. Thank you. Sit down.
2. **Ask:** Who has a brother? Stand up. Thank you. Sit down.
3. **Ask:** Who does not have a sister or brother. Thank you. Sit down.
4. **Say:** Well done. Thank you and goodbye. Pupils respond.

[STORY: MY FAMILY]

I am Khadija. I am 9 years old.

This is my family.




This is my sister. She is 6 years old.

This is my brother. He is 14 years old.

This is my mum and this is my dad.

This is my family.

<b>Lesson Title:</b> The Verb 'to be'	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-01-148	<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 'to be' and 'to have' to talk about their family and their friend's family.		<b>Teaching Aids</b> None		<b>Preparation</b> Drawing of your family on the board.
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### Opening (5 minutes)

- Say:** Good morning/afternoon, boys and girls. Pupils say: Good morning/afternoon.
- Ask:** What day is it today? Pupils say the day. Write the name of the day on the board.
- Say:** I want you to repeat after me:  
 I am (pupils repeat)  
 You are (pupils repeat)  
 He is (pupils repeat)  
 She is (pupils repeat)  
 We are (pupils repeat)  
 They are (pupils repeat)
- Have pupils repeat 2 more times each time a bit faster.
- Tell pupils that today they are going to continue to use 'to be' and 'to have' to talk about their family.

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

- Point to the drawing of your family on the board.
- Say:** I have a family. I have many people in my family.
- Count each person in your family, pointing as you count.
- Write:** I have \_\_\_ people in my family.
- Say:** I have different people in my family.
- Point to each person in your drawing to identify who they are using 'I have a' statements.
- Ask:** Who can tell me how many people I have in my family?
- Call on a volunteer, guide the pupil to say 'you have \_\_\_ people in your family'
- Ask:** Who can tell me who I have in my family?
- Call on a volunteer to identify the members of your family, guide the pupil to say 'you have a...'
- Say:** When I describe the different people in my family, I say 'I have....'
- Say:** When I describe the different people in someone else's family, I say 'you have'.

### Guided Practice (10 minutes)

- Call on 2 volunteers to come to the front of the class, tell them that they will tell the class who is in their family.
- Have the first volunteer share the members in their family using 'I have...' statements.

3. After the first pupil shares, have the second pupil repeat who in the first pupil's family using 'you have...' statements.
4. Have the second pupil share who is in their family using 'I have...' statements and the first pupil repeat using 'you have...'.
5. Thank the pupil volunteers and have them return to their seats.
6. On the board write 'I have a \_\_\_\_\_. You have a \_\_\_\_\_.'
7. Read the sentence and point to each word. Have pupils repeat.
8. Point to each person in your family, using 'I have a \_\_\_\_\_.' Have pupils respond using 'You have a \_\_\_\_\_.'




**Independent Practice** (10 minutes)

1. **Say:** Open your exercise books. Draw your family. Tell pupils to draw stick figures to save time.
2. Tell pupils to complete the sentence frame: 'I have \_\_\_ people in my family.'
3. Explain when pupils are finished, they will take turns to say who they have in their family to a partner.
4. Walk around make sure pupils are on task.
5. Ask one pair to volunteer to come to the front of the class. **Say:** Tell the class about you and your family.
6. Have each pupil take turns and then repeat what their partner said.

**Closing** (2 minutes)

1. **Say:** I want you to repeat after me:  
     I have (pupils repeat)  
     You have (pupils repeat)  
     He has (pupils repeat)  
     She has (pupils repeat)  
     We have (pupils repeat)  
     They have (pupils repeat)
2. Repeat 2 more times each time faster
3. **Say:** Well done. Thank you and goodbye. Pupils respond.

<b>Lesson Title:</b> The Verb 'to be'	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-01-149	<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 'to be' to describe their feelings.		<b>Teaching Aids</b> None		<b>Preparation</b> On the board draw faces to show: happy, sleepy, sad, mad.
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### Opening (5 minutes)

1. **Say:** Good morning/afternoon, boys and girls. Pupils say: Good morning/afternoon.
2. **Ask:** What day is it today? Pupils say the day. Write the name of the day on the board.
3. **Ask:** How many people live in your house? **Ask:** Who are they? Pupils say the family members in their house.
4. Tell pupils that today we will use the verb 'to be' to describe our feelings.

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

1. Point to the drawing of the faces on the board.
2. **Say:** What do you notice about the faces on the board?
3. Call on pupil volunteers to describe what they notice. Explain that each face is showing a different feeling.
4. Point to the face showing happiness.
5. **Ask:** How does this person feel?
6. Call on pupil volunteers to respond. Ask pupils to show their happiest faces.
7. On the board next to the face, write 'I am happy.'
8. Point to the face showing sleepy.
9. **Ask:** How does this person feel?
10. Call on pupil volunteers to respond. Ask pupils to show their sleepiest faces.
11. On the board next to the face, write 'I am sleepy.'
12. Point to the face showing sad.
13. **Ask:** How does this person feel?
14. Call on pupil volunteers to respond. Ask pupils to show their saddest faces.
15. On the board next to the face, write 'I am sad.'
16. Point to the face showing mad.
17. **Ask:** How does this person feel?
18. Call on pupil volunteers to respond. Ask pupils to show their maddest faces.
19. On the board next to the face, write 'I am mad.'

### Guided Practice (10 minutes)

1. Tell the class you will whisper a feeling word in a volunteer's ear and they will have to show that feeling to the class without using any words.
2. Call on 1 pupil volunteer to come to the front of the class, whisper the feeling word 'sleepy,' in their ear. Have them act out the feeling.
3. **Say:** If you think you know what feeling it is, raise your hand.

4. Call on a pupil volunteer to respond using a complete sentence and the correct form of 'to be.'  
(Example: He is sleepy. She is sleepy.)
5. Continue asking different pupil volunteers to demonstrate each feeling word (happy, sad and mad).
6. Thank the pupil volunteers and have them return to their seats.

**Independent Practice** (10 minutes)




1. **Say:** Open your exercise books. Draw a line in the middle of the blank page starting from top to bottom. On one side you will draw a picture of yourself showing one of the emotions on the board. Write a sentence to say how you feel.
2. Give pupils 5 minutes to draw and write.
3. **Say:** Show your picture to a partner. On the other side of your page, draw a picture of your partner showing the emotion they shared. Write how your partner feels.
4. Walk around the classroom to ensure pupils are on task.
5. Give pupils 5 minutes to draw and write.

**Closing** (2 minutes)

1. **Say:** I want you to repeat after me:  
I am happy (pupils repeat)  
You are sleepy (pupils repeat)  
He is sad (pupils repeat)  
She is mad (pupils repeat)  
We have feelings (pupils repeat)
2. Repeat 2 more times each time faster and acting out the emotions.
3. **Say:** Well done. Thank you and goodbye. Pupils respond.



<b>Lesson Title:</b> The Verb 'to be'	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-01-150	<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 'to be' and 'to have' to describe how they feel.</p>	 <p><b>Teaching Aids</b> Sentence frame at the end of the lesson plan.</p>	 <p><b>Preparation</b> 1. On the board draw faces to show: happy, sad, nervous. 2. Write the sentence frame on the board.</p>
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### Opening (5 minutes)

1. **Say:** Good morning/afternoon, boys and girls. Pupils say: Good morning/afternoon.
2. **Ask:** What day is it today? Pupils say the day. Write the name of the day on the board.
3. **Say:** We have learned so much this year in class 1 and our time together is almost over for this school year.
4. **Ask:** What did like in Class 1 this year?
5. **Ask:** What did you learn in Class 1 this year?
6. Tell pupils that today we will use the verb 'to be' to describe our feelings.

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

1. Point to the drawing of the faces on the board.
2. **Say:** What do you notice about the faces on the board?
3. Call on pupil volunteers to describe what they notice. Explain that each face is showing a different feeling.
4. Point to the face showing happiness.
5. **Ask:** How does this person feel?
6. Call on pupil volunteer to respond. Ask pupils to show their happiest faces.
7. On the board next to the face, write 'I am happy.'
8. Point to the face showing sadness.
9. **Ask:** How does this person feel?
10. Call on pupil volunteer to respond. Ask pupils to show their sad face.
11. On the board next to the face, write 'I am sad.'
12. Point to the face showing nervous.
13. **Ask:** How does this person feel?
14. Call on pupil volunteer to respond. If they do not understand explain what it means to be nervous. Ask pupils to show their nervous faces.
15. On the board next to the face, write 'I am nervous.'
16. **Say:** When I think about Class 1 this year, I am happy. You all learned so much.

### Guided Practice (10 minutes)

1. On the board point to the to the sentence frame and read it, pointing to each word.
2. Read the sentence frame once again and have pupils repeat.
3. **Say:** In pairs, tell your partner how you feel when you think about Class 1.
4. Listen to ensure that pupils are on task.

5. Call on 2 pupil volunteers to come to the front of the class and share using the sentence frame "When I think about Class 1 this year..."
6. **Say:** Well done. Now I will write, how I feel on the board.
7. On the board, read through the sentence frame once more and complete it using one of the words from today's lesson.
8. Call on a pupil volunteer to come to the front of the class to read the sentence.
9. **Say:** I want to write more. I want to explain why I feel that way.
10. Read the completed sentence frame. Come up with one more sentence to add but have pupils help you sound out the words as you write them on the board.
11. **Say:** Well done. You all are so smart. Now it is your turn to write.

**Independent Practice** (10 minutes)

1. Call on 2 pupil volunteers to share how they feel about Class 1 this year and why, using the sentence frame on the board.
2. **Say:** Open your exercise books and write how you feel when you think about Class 1 this year. Make sure you use what you learned about sounds and letters to help you spell words.
3. Walk around the classroom to ensure pupils are on task. Encourage students to add additional sentences.

**Closing** (2 minutes)

1. **Say:** I want you to repeat after me:  
     I am happy (pupils repeat)  
     You are happy (pupils repeat)  
     We worked hard (pupils repeat)  
     All year long (pupils repeat)  
     We are smart (pupils repeat)  
     We try hard (pupils repeat)  
     We do our best (pupils repeat)  
     No matter what (pupils repeat)
2. Repeat 2 more times each time faster and acting out the emotions.
3. **Say:** Well done. Thank you and goodbye. Pupils respond.

[Sentence Frame:]

When I think about Class 1 this year \_\_\_\_\_



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