



THE PRESIDENT'S  
**RECOVERY  
PRIORITIES**

Education

Ministry of  
Education,  
Science and  
Technology

Lesson plans for

# PRIMARY *Language* ARTS

**1**  
CLASS

**1**  
TERM

NOT FOR SALE



## 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.

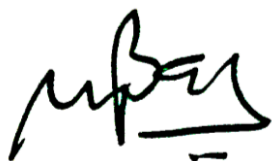
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans –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

## Table of Contents











<b>Lesson 1:</b> Greetings	2
<b>Lesson 2:</b> Singing along	4
<b>Lesson 3:</b> Clapping syllables	6
<b>Lesson 4:</b> Talk and work in pairs	8
<b>Lesson 5:</b> Greetings	10
<b>Lesson 6:</b> Greetings	12
<b>Lesson 7:</b> Objects around us	14
<b>Lesson 8:</b> Print concepts	16
<b>Lesson 9:</b> Story telling	18
<b>Lesson 10:</b> Days of the week	20
<b>Lesson 11:</b> Story telling	22
<b>Lesson 12:</b> Drawing patterns	24
<b>Lesson 13:</b> Following instructions	26
<b>Lesson 14:</b> Parts of my body	28
<b>Lesson 15:</b> Recognising our names	30
<b>Lesson 16:</b> Counting in words 1 - 10	32
<b>Lesson 17:</b> Different parts of a book	34
<b>Lesson 18:</b> Letter work: Aa	36
<b>Lesson 19:</b> Aa words	38
<b>Lesson 20:</b> Making requests	40
<b>Lesson 21:</b> Rhymes	42
<b>Lesson 22:</b> Letter work Bb	44
<b>Lesson 23:</b> Questions and answers	46
<b>Lesson 24:</b> Bb words	48
<b>Lesson 25:</b> Being polite	50
<b>Lesson 26:</b> Obeying instructions and commands	52
<b>Lesson 27:</b> Letter work Cc	54
<b>Lesson 28:</b> Responding to stories	56

<b>Lesson 29:</b> Cc words	58
<b>Lesson 30:</b> Tracking/following text	60
<b>Lesson 31:</b> Chants	62
<b>Lesson 32:</b> Letter work: Dd	64
<b>Lesson 33:</b> Objects in the schoolyard	66
<b>Lesson 34:</b> Dd words	68
<b>Lesson 35:</b> Drawing	70
<b>Lesson 36:</b> Names	72
<b>Lesson 37:</b> Letter Review	74
<b>Lesson 38:</b> Family	76
<b>Lesson 39:</b> It's me!	78
<b>Lesson 40:</b> It's Me! And Body Parts	80
<b>Lesson 41:</b> Singing	82
<b>Lesson 42:</b> Letter Work: Ee	84
<b>Lesson 43:</b> Number Words: 0-20	86
<b>Lesson 44:</b> Labelling objects with numbers	88
<b>Lesson 45:</b> Ee Words	90
<b>Lesson 46:</b> Personal pronouns: Introduction	92
<b>Lesson 47:</b> Letter work: Ff	94
<b>Lesson 48:</b> Comprehension	96
<b>Lesson 49:</b> Ff words	98
<b>Lesson 50:</b> Comprehension	100
<b>Lesson 51:</b> Responding to instructions	102
<b>Lesson 52:</b> Letter work: Gg	104
<b>Lesson 53:</b> Storytelling	106
<b>Lesson 54:</b> Gg words	108
<b>Lesson 55:</b> Concepts of print: Handling a book	110
<b>Lesson 56:</b> Personal pronouns: Practice	112
<b>Lesson 57:</b> Letter work: Hh	114

<b>Lesson 58:</b> Directionality	116
<b>Lesson 59:</b> Hh words	118
<b>Lesson 60:</b> Rhyming words	120

# 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> Greetings	<b>Theme:</b> Getting to know each other	
<b>Lesson Number:</b> L-01-001	<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 greet friends, family and teachers.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
---	--	--

### Opening (3 minutes)

Note: Use 'Good morning' if the lesson is in the morning and 'Good afternoon' if the lesson is in the afternoon.

1. Say 'Good morning' or 'Good afternoon' to the class 3 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning/Good afternoon after you.
2. **Say:** I am Mr./Mrs./Ms....Point to yourself and guide pupils to repeat your name.
3. Tell pupils what day of the week it is. For example, 'Today is Monday.'
4. Write the name of the day on the board. Point to the word and move your finger along it as you read it. Ask pupils to repeat the word 2 or 3 times.
5. **Say:** Today we will learn how to greet each other in English.

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

1. **Say:** Good morning/Good afternoon, class! Pupils say: Good morning, Mr./Mrs./Ms....
2. Write your name on the board. Point to your name on the board and move your finger along the word as you say it. Ask pupils to greet you 3 times. Pupils say: Good morning Mr./Mrs./Ms....
3. Explain it is polite to greet someone when we meet them. Explain that we use 'Good morning' in the morning, 'Good afternoon' in the afternoon and 'Good evening' in the evening.
4. **Say:** Good morning, good afternoon, good evening.
5. Pupils say each one 3 times.
6. Write 'Good morning', 'Good afternoon', and 'Good evening' on the board.
7. Point to each phrase and move your finger along the words as you say them. Pupils repeat each one 3 times.
8. Act as if you are leaving the classroom by walking to the door. Wave goodbye as you walk to the door. **Say:** Goodbye. See you tomorrow. Pupils say: Goodbye. See you tomorrow.
9. Come back to the board. **Say:** Good morning, class! Pupils say: Good morning Mr./Mrs./Ms....
10. Act like you are leaving the class again.
11. Come back to the board. **Say:** Good afternoon, class! Pupils say: Good afternoon Mr./Mrs./Ms....
12. Act like you are leaving the class again.
13. Come back to the board. **Say:** Good evening, class! Pupils say: Good evening Mr./Mrs./Ms....
14. Tell pupils that you will greet them at the beginning of every class from now on.



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

1. Explain what morning, afternoon and evening is. For example, use times of the day if pupils know them or activities like get up, have breakfast, go to school, and have lunch to help them understand.
2. Act out getting up in the morning.
3. **Ask:** Is this morning? Is this afternoon? Is this evening? (Answer: It is morning.)
4. **Ask:** What do we say to someone in the morning? (Answer: Good morning.)
5. Act out activities from different parts of the day for pupils to guess and Practice the greeting for different times of the day.
6. **Say:** Good morning, class. Pupils say: Good morning Mr./Mrs./Ms....
7. Repeat with 'Good afternoon', 'Good evening', 'Goodbye', and 'See you tomorrow'. Pupils respond as a whole group to the greetings.




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

1. Tell students to get in pairs with someone sitting next to them.
2. Tell pupils they have 5 minutes to Practice greeting each other in pairs, using the different greetings they have learned today – 'Good morning', 'Good afternoon', 'Good evening', 'Goodbye', 'See you tomorrow'.
3. Ask one pair to volunteer to greet each other using each of greetings, in front of the whole class.

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

1. Put your finger on your lips, point to your eyes and point to yourself. **Say:** Class. Be quiet and look at me.
2. **Ask:** What have you learned today? (Example answers: how to greet each other in the morning, the teacher's name)
3. **Say:** Very good class. Thank you. Goodbye. See you tomorrow. Pupils say: Thank you. Goodbye. See you tomorrow.

<b>Lesson Title:</b> Singing along	<b>Theme:</b> Getting to know each other	
<b>Lesson Number:</b> L-01-002	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson pupils will be able to track from left to right and sing the lines of a new song.</p>		<p><b>Teaching Aids</b></p> <p>Song: Good morning to you (see end of lesson).</p>		<p><b>Preparation</b></p> <p>Write the words of the song on the board (see end of the lesson).</p>
---	---	---	---	---	--

### Opening (3 minutes)

1. **Say:** Good morning/Good afternoon to the class 3 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning/Good afternoon after you.
2. Tell pupils what day of the week it is. For example, 'Today is Tuesday.'
3. Write the name of the day on the board. Point to the word and move your finger along it as you read it. Ask pupils to repeat the word 2 or 3 times.
4. **Ask:** Do you like singing? Have 2-3 pupils raise their hands and share a song they like.
5. **Say:** Today you will learn how to say your name and to sing a song in English.

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

1. Point to yourself. **Say:** I am (teacher's name).
2. Explain the sentence in the local language if needed.
3. Say it again and look at different pupils.
4. Guide pupils to point to themselves and say their name out loud using the sentence frame 'I am...'
5. **Say:** I am (teacher's name). OK, girls only. Girls say: I am (name).
6. Explain the words 'girl' and 'boy' in the local language, if needed.
7. **Say:** I am (teacher's name). OK, boys only. Boys say: I am (name).
8. **Say:** I am (teacher's name). OK, now everyone. Use a gesture to show that you want the whole class to respond. All pupils say: I am (name).
9. Tell pupils that they are going to look at the words of a song and then sing a song.
10. Explain to pupils that we read from left to right. Point to the song on the board.
11. Move your fingers along the words as you say them. This will show pupils how we read from left to right.
12. Read the song. Point to words as you read them. Pupils listen and watch.
13. Explain the meaning of the song in the local language, if needed.
14. Read the first line of the song. Point to the words as you read them. Pupils watch and follow.
15. Read the first line again. Pupils listen and repeat.
16. Sing the first line of the song in any tune which is familiar to pupils. Pupils listen and repeat.
17. Sing the whole song line-by-line. Have pupils repeat after you and sing line-by-line.

### Guided Practice (10 minutes)

1. Sing the song together and clap to a beat.
2. Sing the song again.
3. Point to the pupils when you sing the word 'you'.

4. Point to yourself when you say the word 'me'.
5. **Say:** Let's sing again with the word 'me'. Point to yourself when you say the word 'me'. Good morning to... (Point to yourself). Guide pupils to point at themselves and say: me.
6. Sing the song together. Pupils point to themselves and say: me.
7. Sing the song again and clap hands with the song together.
8. Point to the pupils and **say:** you. Sing the song again using the word 'you'.

**Independent Practice** (10 minutes)

1. Tell students to get into pairs with someone sitting next to them.
2. Tell them to take turn to greeting each other and say their names.  
Pupil 1: Hello. I am (name).  
Pupil 2: Hello. I am (name).
3. Tell pupils to sing the song very quietly in pairs.

**Closing** (2 minutes)




1. **Say:** Okay, class. Look at me. Now, let's sing the song together one more time.
2. The whole class sings the song together. Sing the song with the word 'you' the first time and word 'me' the second time.
3. **Say:** Thank you class. Guide pupils to respond with 'You're welcome, Mr./Mrs./Ms....'
4. **Say:** Goodbye class, see you tomorrow. Pupils say: Goodbye. See you tomorrow.

[*SONG: GOOD MORNING*] by Karen Waterston

[*Sing the song to any music that your pupils know.*]

Good morning to you.  
Hello to you.  
Good morning everybody.  
Hello to you.  
Good morning to me.  
Hello to me.  
Good morning everybody.  
Hello to me.

<b>Lesson Title:</b> Clapping syllables	<b>Theme:</b> Getting to know each other	
<b>Lesson Number:</b> L-01-003	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson pupils will be able to clap the syllables as they chant along with everyone in the class.</p>		<p><b>Teaching Aids</b></p> <p>Song: <i>Good Morning</i> (see end of lesson).</p>		<p><b>Preparation</b></p> <p>1. Practice clapping and saying the words in the lesson. 2. Write the song, <i>Good Morning</i>, on the board.</p>
---	---	---	---	---	---

### Opening (3 minutes)

1. **Say:** Good morning/Good afternoon to the class 3 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning/Good afternoon after you.
2. Tell pupils what day of the week it is. For example, 'Today is Wednesday.'
3. Write the name of the day on the board. Point to the word and move your finger along it as you read it. Ask pupils to repeat the word 2 or 3 times.
4. Clap your hands once as you **Say:** Good (clap).
5. Clap your hands twice as you **say:** mor (clap)-ning (clap). The first clap on the first sound/syllable (mor) and the second clap on the second sound/syllable (ning).
6. Clap your hands 3 times as you slowly **say:** Good (clap) mor (clap)-ning (clap). The first clap on the word 'good', the second clap as you say 'mor' and the third clap as you say 'ning'.
7. **Say:** Today you will clap as you say words.

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

1. **Say:** Good Morning. Say it slowly and clap 3 times to show the number of sounds/syllables. Do this 3 times.
2. **Ask:** How many times did I clap? Have 1-2 pupils respond.
3. Point to your ear and **say:** Listen again.
4. **Say:** Good morning. Clap 3 times as you say the words.
5. **Ask:** How many times did I clap? Pupils say: 3.
6. **Say:** Good (clap)-bye (clap). Say the word slowly and clap in time with the 2 sounds/syllables.
7. Clap and **say:** Good (clap)-bye (clap). Do this 3 times.
8. Do this another 3 times but more quickly.
9. **Ask:** How many times did I clap? (Answer: 2)
10. Practice breaking words into syllables and clapping, ask pupils how many claps they heard for the following words: hello (hel-lo = 2 syllables), you (1 syllable), Tuesday (Tues-day = 2 syllables).
11. Explain the words in the local language if needed.

### Guided Practice (10 minutes)

1. Tell pupils that you will say a word slowly and they will clap for every syllable of the word.
2. **Say:** Monday (Mon-day). Say the word slowly.
3. Guide pupils to clap 2 times for Mon (clap)-day (clap). Say the word more quickly and pupils clap along.

4. Practice breaking words into syllables and clapping with the students, using the following words: hello (hel—lo = 2 syllables), you (1 syllable) and Tuesday (Tues—day = 2 syllables).
5. Point to the board and say the words of the song. Move your finger along the words as you say them. Make sure you say 'morning' and 'today' slowly and break the word into two syllables (mor-ning, to-day).
6. **Say:** Let's clap together.
7. Say the song slowly. As you say it, clap along with the words.
8. Explain the meaning of the song in the local language, if needed.
9. Say the song again. Clap for each syllable.
10. Guide pupils to clap with you.
11. Repeat with the pupils singing and clapping for each syllable.
12. **Say:** Class, you song and clap. Pupils chant and clap.
13. Point to the words on the board and guide pupils to sing and clap, as needed.

**Independent Practice** (10 minutes)

1. Tell pupils to get into pairs with someone sitting next to them.
2. Tell pupils take 5 minutes to clap along to the song in pairs. Tell pupils to clap for each syllable. Ask them to do this very quietly.
3. Make sure the pupils are doing the task. Help them with the words if they can't remember.
4. And for 1-2 pairs to volunteer to come up and clap the song in front of the class.




**Closing** (2 minutes)

1. Put your finger on your lips. Point to your eyes and point to yourself and **say:** Class. Be quiet and look at me.
2. **Say:** Let's sing and clap together.
3. Sing and clap together.
4. **Say:** Very good. Thank you, class. See you tomorrow. Guide pupils to respond.

[CHANT: GOOD MORNING] by Karen Waterstone

Good morning. Good morning.  
 How are you today?  
 I am fine, I am fine.  
 I am fine, I am fine. I am fine today.

<b>Lesson Title:</b> Talk and work in pairs	<b>Theme:</b> Getting to know each other	
<b>Lesson Number:</b> L-01-004	<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 work together by turning and talking to a partner.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> Find 2 puppets or dolls <b>or</b> draw a face on each of your thumbs and use your thumbs as dolls <b>or</b> draw a boy and a girl on the board.</p>
--	--	---

**Opening (3 minutes)**

1. **Say:** Good morning/Good afternoon to the class 3 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning/Good afternoon after you.
2. Tell pupils what day of the week it is. For example, 'Today is Thursday.'
3. Write the name of the day on the board. Point to the word and move your finger along it as you read it. Ask pupils to repeat the word 2 or 3 times.
4. **Say:** Today we are going to work in pairs and talk to each other in English.
5. **Say:** These are my new friends.
6. Hold up the puppets or your two thumbs, or point at the two drawings on the board (as explained in preparation section above).
7. **Say:** Say hello to my 2 friends, class. Guide pupils to say hello.
8. **Say:** I can't hear you (Put your hand to your ear to show you can't hear). Pupils say the word hello loudly.

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

1. Hold up 2 puppets or thumbs and move them around/point to the 2 drawings on the board.
2. Ask pupils to say good morning to the puppets/your thumbs/drawings on the board. Pupils say: Good morning.
3. Act out the dialogue below with the 2 dolls/2 thumbs/2 drawings.
4. Explain the meaning of each line in the dialogue in the local language if needed.
5. Repeat the dialogue 2 or 3 times.
  - Doll 1: Hello. What is your name?
  - Doll 2: Hello. My name is Aminata.
  - Doll 1: Good morning, Aminata.
  - Doll 2: What is your name?
  - Doll 1: My name is Isaac.
  - Doll 2: Good morning, Isaac.

**Guided Practice (10 minutes)**

1. Hold up doll 1/ thumb 1 or point to drawing 1. **Say:** Hello. What is your name?
2. Ask pupils to listen and repeat the question 3 times.
3. Hold up doll 2/thumb 2 or point to drawing 2.
4. **Say:** My name is Aminata. Ask pupils to listen and repeat the answer 3 times.
5. **Ask:** What is your name?

6. Ask 2-3 pupils to raise hands and respond using the sentence frame, My name is (name).
7. Point to the pupils on the right of the class. Tell them to ask the pupils on the left: What is your name?
8. Point to the pupils on the left of the class. Tell them to say: My name is (name).
9. Point to the pupils on the left of the class. Tell them to ask the pupils on the right: What is your name?
10. Point to the pupils on the left of the class. Tell them to say: My name is (name).
11. Repeat this a few times, asking the left and right sides of the room to ask and respond to the question "What is your name?"
12. Use your hands to show the instruction stand up. **Say:** Girls. Stand up, please.
13. **Say:** Girls say to the boys: Hello. What is your name?
14. **Say:** Boys say: My name is (name).
15. Use your hands to show the instruction to stand up. **Say:** Boys. Stand up, please.
16. **Say:** Boys say to the girls: Hello. What is your name?
17. **Say:** Girls say: My name is (name).
18. Use your hands to show the instruction to sit down. **Say:** Everyone sit down. Well done!




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

1. Hold up the 2 dolls/2 thumbs or point to the 2 drawings on the board.
2. Guide pupils to repeat the dialogue in the introduction section of the lesson.
3. Tell pupils to get into pairs with someone sitting next to them.
4. Ask the pupils to work together and Practice the dialogue 2-3 times. Tell pupils to use their own names.

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

1. **Say:** Look at me. Be quiet, please. Very good, class. You are speaking English.
2. **Ask:** What did we learn today? (Example answers: how to ask someone their name in English, how to tell someone my name in English)
3. Hold up the 2 puppets/2 thumbs or point to the 2 drawings on the board.
4. **Say:** Class. Say goodbye to Aminata and Isaac. Pupils say: Goodbye Aminata. Goodbye Isaac.
5. **Say:** Goodbye class. See you tomorrow. Pupils say: Goodbye.

<b>Lesson Title:</b> Greetings	<b>Theme:</b> Getting to know each other	
<b>Lesson Number:</b> L-01-005	<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 greet each other with phrases and sentences.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> 1. Write the dialogue at the end of this lesson plan on the board. 2. Draw two people on the board beside the dialogue. Label one 'A' and one 'B'.</p>
--	--	--

### Opening (3 minutes)

1. **Say:** Good morning/Good afternoon to the class 3 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning/Good afternoon after you.
2. Tell pupils what day of the week it is. For example, 'Today is Friday.'
3. Write the name of the day on the board. Point to the word and move your finger along it as you read it. Ask pupils to repeat the word 2 or 3 times.
4. Tell pupils that today they are going to talk and listen. Tell them we will greet each other with phrases and sentences in English.

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

1. Point to the two people you have drawn on the board. Explain that two people are talking to each other. Point to the dialogue on the board.
2. Read the dialogue, line by line. Explain the meaning in the local language, if needed.
3. Point to the words and move your finger along the words and lines as you speak. Pupils listen and follow along.
4. Divide the class into two parts – left side and right side.
5. Tell pupils on the left to listen and repeat the first line.
6. Tell pupils on the right to listen and repeat the second line.
7. Tell pupils on the left to listen and repeat the third line.
8. Continue to the end of the dialogue.
9. Repeat the dialogue. Point to the words as you say them. Pupils on the left and right listen and repeat alternate lines.

### Guided Practice (10 minutes)

1. Ask one boy and one girl to volunteer to come to the front of the class. Point to one pupil and **say:** You are A. Point to the other pupil and **say:** You are B.
2. Help the 2 pupils to practice the dialogue. Read and have them follow if needed.
3. Guide the pair to point at themselves when they say 'I' and to point to the other person when they say 'you' and to smile when they say the dialogue.
4. **Say:** Very good. Clap for yourselves.
5. Call on 2 different pupils to come to the front of the class and repeat acting out the dialogue with your help.



**Independent Practice** (10 minutes)

1. Tell pupils to work in pairs.
2. Tell the pairs to Practice the dialogue using their own names for 3 minutes.
3. Make sure pupils understand the task and are working. Ask pupils who finish before to practice the dialogue again.
4. Ask 3 or 4 pairs to volunteer to stand up and say the dialogue in front of the class. Help them as needed.

**Closing** (2 minutes)

1. Say the dialogue with all the pupils in the class.
2. **Say:** Very good. Thank you, class. Goodbye. Pupils say: Thank you. Goodbye.

[*DIALOGUE*] by Karen Waterston

[*Draw two people on the board beside the dialogue. Label one 'A' and one 'B'.*]

A: Good morning.

B: Good morning.

A: How are you?

B: I am fine. How are you?

A: I am fine.

B: What is your name?

A: My name is Samuel.

B: Hello Samuel.




A: What is your name?

B: My name is Marai.

A: Hello Marai.

B: Hello Samuel.

<b>Lesson Title:</b> Greetings	<b>Theme:</b> My friends and my class	
<b>Lesson Number:</b> L-01-006	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

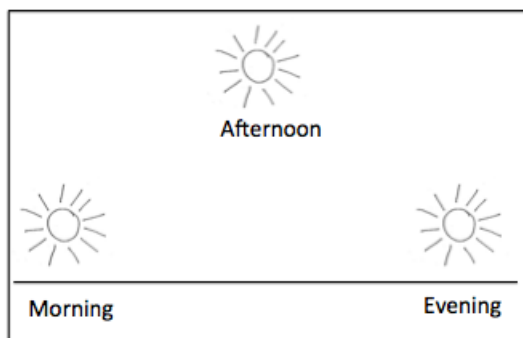
 <p><b>Learning Outcomes</b> By the end of the lesson pupils will be able to greet each other and ask a question.</p>	 <p><b>Teaching Aids</b> Photos/drawings on the board of your father and mother.</p>	 <p><b>Preparation</b> 1. Draw a horizontal line on the board. 2. Find photos/pictures of your mother and father <b>or</b> draw a picture of your father and mother on the board.</p>
--	---	--

**Opening (3 minutes)**

1. **Say:** Good morning/Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning/Good afternoon after you.
2. **Say:** Today is...? Raise your voice like a question and use a gesture to show that you don't know the answer.
3. **Say:** Today is...? Guide pupils to say the correct day of the week. Pupils repeat 3 times.
4. **Say:** Yes, today is... Write the name of the day on the board. Point to the word and move your finger along it as you read it.
5. **Ask:** How are you today? Guide pupils to say: I am fine, thank you.
6. Tell pupils that today they are going to greet each other and ask a question in English.

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

1. Point to horizontal line along the middle of the board. Draw a sun near the line on the left. Point to the sun on the left. **Say:** This is morning. Good morning. Pupils say: Good morning.
2. Write the word 'morning' under the sun on the left.
3. Draw a sun in the middle of the line, high above the line. Point to the sun. **Say:** This is afternoon. Good afternoon. Pupils say: Good afternoon.
4. Write the word 'afternoon' under the middle sun.
5. Draw a sun on the right near the line. Point to the sun. **Say:** This is evening. Good evening. Pupils say: Good evening. Write the word 'evening' under the sun on the right.
6. Explain the picture on the board. **Say:** The sun on the left is rising in the morning, the sun in the middle is high in the sky in the afternoon, and the sun on the right is the sun setting in the evening.



7. Show the picture/point to the drawing on the board of your father. **Say:** Father. Pupils listen and repeat. Explain the meaning of 'father' in the local language, if needed.
8. Show the picture/point to the drawing on the board of your mother and **say:** Mother. Explain the meaning of 'mother' in the local language, if needed.
9. Put the picture/draw a picture of your father next to the sun on the left of the board.
10. **Ask:** What do we say? Good ...? Raise your voice to show pupils you are asking a question. Pupils say: Good morning, father.
11. Put the picture/draw a picture of your mother next to the drawing of the sun on the left of the board.
12. **Ask:** What do we say? Good ... Raise your voice to show pupils you are asking a question. Pupils say: Good morning, mother.
13. Point to the picture/drawing of your father. **Say:** Good morning, father. Pupils listen and repeat 3 times.
14. Point to the picture/drawing of your mother. **Say:** Good morning, mother. Pupils listen and repeat 3 times.

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

1. **Ask:** How are you, class? Pupils say: I'm fine, thank you.
2. **Ask:** What can we say to father? Show the picture of your father and **say:** How...? Raise your voice to show a question. Do an action to show that you want the pupils to finish the question.
3. Point to father and **say:** How are you...?. Raise your voice to show a question. Do an action to show that you want the pupils to finish the question. Pupils say: How are you, father?
4. Use a gesture and ask the pupils to ask the question again. Pupils say: How are you, father?
5. Hold up the photo of your father or point to the drawing on the board and **say:** I am fine, thank you.
6. Repeat this exercise with the photo/drawing of your mother, asking 'How are you, mother?' and responding with 'I am fine, thank you.'




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

1. Ask pupils to copy the picture of the different times of the day from the board into their exercise books.
2. Ask pupils to draw a picture of their father and mother.
3. Tell pupils to work in pairs. One pupil points to a picture and a sun. The other pupil says: Good morning/afternoon/evening, father/mother. How are you? The first pupil says: I am fine thank you. When they finish, change.
4. Before they start, do a demonstration on the board.

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

1. Ask one pair to volunteer to act out the dialogue in front of the class. Help them if needed.
2. Ask the class what they have learned today. Have a few pupils respond.
3. **Say:** Very good. Thank you, class. Tomorrow please bring to class your pencil case, book and schoolbag if you have it. See you tomorrow. Pupils say: Goodbye.

<b>Lesson Title:</b> Objects around us	<b>Theme:</b> My family and my class	
<b>Lesson Number:</b> L-01-007	<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 and name objects in the classroom and school environment.</p>	 <p><b>Teaching Aids</b> Classroom objects: pencil, ruler, exercise book, rubber, pencil sharpener, bag, chair/bench, desk/table. If some of these objects are not available, you can draw pictures on the board.</p>	 <p><b>Preparation</b> 1. Bring a pencil, ruler, exercise book, rubber, pencil sharpener and bag to class. Make sure there is a chair/bench, desk/table in the classroom (or you can draw it on the board). 2. On the day before the lesson, ask pupils to bring their pencil case, book and school bag to the lesson if they have these things.</p>
--	--	---

### Opening (3 minutes)

- Say:** Good morning /Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
- Say:** Today is...? Raise your voice like a question and use a gesture to show that you don't know the answer.
- Say:** Today is...? Guide pupils to say the correct day of the week. Pupils repeat 3 times.
- Say:** Yes, today is... Write the name of the day on the board. Point to the word and move your finger along it as you read it. Move your finger along the word as you say it.
- Say:** Today we are going to learn some new English words about things in the classroom.

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

- Hold up a pencil. Make sure everyone can see.
- Ask:** What is this? If pupils say 'pencil', **say:** Very good.
- Repeat the word 'pencil'. Pupils listen and repeat 3 times. Explain the word if needed.
- Show a ruler. Hold it up. **Ask:** What is this? If pupils say 'ruler', **say:** Very good.
- Repeat the word 'ruler'. Pupils listen and repeat the word 3 times. Explain the word if needed.
- Repeat for each of the objects - pencil, ruler, exercise book, rubber, pencil sharpener, bag, chair/bench and desk/table. Hold up the object, ask pupils what it is, and have them repeat the word three times.

### Guided Practice (7 minutes)

- Say:** pencil. Show pupils they must hold up a pencil when you say the word or point to a pencil if they don't have one. Look around the class to make sure everyone is holding up/pointing to a pencil.
- Say:** Desk/table. Show pupils they must point or touch the desk/table. Look around the class to make sure pupils understand. If they don't, explain again and repeat the words.
- Repeat for all the classroom objects - ruler, exercise book, rubber, pencil sharpener, bag, chair/bench.

4. Repeat again. Show or point to the objects more and more quickly.
5. Hold up an exercise book and **ask:** What is this? (Answer: exercise book)
6. **Say:** I can't hear you. Put your hand to your ear. Pupils say the word more loudly.
7. Point to the desk/table and **ask:** What is this? Pupils say: desk/table.
8. Repeat for the other classroom objects.
9. Repeat again. Show the objects faster and faster.




#### **Independent Practice** (13 minutes)

1. Tell pupils to work in pairs.
2. One pupil will point to an object. The other pupil will say the name. Then the second pupil will point to an object and the first pupil will say the name. Tell them to continue till they repeat all the words they have learned - pencil, ruler, exercise book, rubber, pencil sharpener, bag, chair/bench and desk/table.
3. When they finish, ask a pupil volunteer to come to the board and draw a classroom object. Other pupils have to guess what the pupil is drawing.
4. Call upon 1-2 pupils to volunteer to come to the board and draw classroom objects and have the rest of the class guess the object.

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

1. **Say:** Can you remember all the words for classroom objects you have learned today?
2. **Say:** In the classroom, there is a ... and ask pupils to raise their hands to name the words they learned.
3. **Say:** Very good. Thank you, class. See you tomorrow. Pupils say: Thank you. Goodbye.

<b>Lesson Title:</b> Print concepts	<b>Theme:</b> My friends and my class	
<b>Lesson Number:</b> L-01-008	<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 tell the difference between pictures and writing.</p>	 <p><b>Teaching Aids</b> Simple drawings or flashcards of classroom objects (or you can use drawings on the board)</p>	 <p><b>Preparation</b> 1. Divide the board into two columns. In column 1 write 'picture' and column 2 write 'writing' 2. Collect pictures of the classroom objects (or you can draw them during the lesson) 3. Write the words of the classroom objects on cards - one word on one card (or you can draw them during the lesson). 4. 2-3 books (if possible).</p>
---	---	--

### Opening (3 minutes)

1. **Say:** Good morning/Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
2. **Say:** Today is...? Raise your voice like a question and use a gesture to show that you don't know the answer.
3. **Say:** Today is...? Guide pupils to say the correct day of the week. Pupils repeat 3 times.
4. **Say:** Yes, today is... Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
5. **Say:** Let's remember some words.
6. Point to a pencil and **ask:** What is this? Pupils say: pencil.
7. Point to a desk/table and **ask:** What is this? Pupils say: desk/table.
8. Point to an exercise book and **ask:** What is this? Pupils say: exercise book.
9. Tell the pupils that today they will look at pictures and writing.

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

1. Draw a picture of a chair on the board (in the picture column). **Ask:** Is this a picture or writing?
2. Write the word 'chair' on the board (in the writing column). **Ask:** Is this a picture or writing?
3. **Ask:** Which column is for pictures? **Ask:** Which column is for writing?
4. Have 4-5 pupils raise their hands and answer. (Answer: Column 1 is for pictures and column 2 is for writing.)
5. **Say:** Picture is column 1. Hold up 1 finger.
6. **Say:** Writing is column 2. Hold up 2 fingers.
7. Show a word card of a classroom object or write the word on the board (outside the two columns).
8. **Ask:** Is this a picture, (hold up 1 finger and point to column 1) or writing? (Hold up 2 fingers and point to column 2). (Answer: Pupils hold up 2 fingers to show it is column 2 for writing). Look around the class to check pupils understand.

9. Show a picture of a classroom object or draw a picture on the board (outside the two columns).
10. **Ask:** Is it a picture or writing? (Answer: Pupils hold up 1 finger to show it is a picture). Look around the class to check pupils understand.
11. Show 3 words cards and 3 pictures, one by one (or draw 3 pictures and write 3 words on the board outside the two columns).
12. Point to each picture and **ask:** Is this a picture or writing? Pupils hold up 1 finger for a picture. Pupils hold up 2 fingers for writing. Point to the correct columns as pupils respond.

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

1. Point to a picture in the classroom or a picture in a book. **Ask:** Is this a picture or writing? (Answer: Pupils show 1 finger)
2. Point to a word or some writing in the classroom or in a book. **Ask:** Is this a picture or writing? (Answer: Pupils show 2 fingers)
3. Repeat with 2 more pictures and 2 more words.
4. Ask a pupil to volunteer to come and draw a picture of a pencil in the correct column on the board (picture or writing). While he/she draws on the board, ask the others to draw a pencil in their exercise books or on their slates.
5. When he/she finishes, **Ask:** What is this? Pupils say the word. Write the word 'pencil' on the board in the writing column.
6. Write a word for a classroom object on the board in the writing column and say the word (e.g. chair). Ask a pupil to volunteer to come and draw a picture of the word which you have written. While he/she draws on the board, ask the others to draw the picture in their exercise books or on their slates.




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

1. Write some names of classroom objects from the last lesson on the board in column 2.
2. Say the first word. Ask a girl to volunteer to draw the classroom object next to the word on the board.
3. While she draws on the board, ask the others to draw the picture in their exercise books/slates.
4. Repeat step 2 but ask a boy to volunteer to draw a picture for the second word on the board.
5. While he draws on the board, ask the others to draw the picture in their exercise books/slates.
6. Ask pupils to work get in pairs.
7. First one pupil says a word and the second one draws it. Then the second pupil says the word and the first pupil draws it.

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

1. **Say:** Class. Be quiet and look at me.
2. Ask them for some ideas of where they can find pictures and writing.
3. Tell pupils to look at pictures and writing in the school, out of school and at home.
4. **Say:** Very good. Thank you, class. See you tomorrow. Pupils say: Thank you. Goodbye.

<b>Lesson Title:</b> Story telling	<b>Theme:</b> My friends and my class	
<b>Lesson Number:</b> L-01-009	<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 pictures to retell a story.</p>	 <p><b>Teaching Aids</b> Picture/drawing on the board of - your brother, a smiley face, a bag, a pencil, an exercise book and a school</p>	 <p><b>Preparation</b> 1. Collect the pictures or make the drawings (see 'Teaching Aids'). 2. Put the pictures in the order of the story: smiley face, bag, pencil, exercise book 3. Write the story at the end of the lesson plan, on the board</p>
---	---	---

### Opening (3 minutes)

- Say:** Good morning / Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
- Say:** Today is...? Raise your voice like a question and use a gesture to show that you don't know the answer.
- Say:** Today is...? Guide pupils to say the correct day of the week. Pupils repeat 3 times.
- Say:** Yes, today is... Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
- Ask:** Do you like stories? What kind of stories do you like?
- Have pupils raise their hands to answer. Ask 1-2 pupils to share.
- Tell pupils that today they are going to read a story in English.

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

- Point to the story (from the end of the lesson plan) on the board. Point to your ear. **Say:** This is a story. Listen.
- Read the story. Use the picture cards (or drawings on the board) when you read the story.
- Read the story again. Point to each word. Show the picture cards (or drawings on the board).

### Guided Practice (10 minutes)

- Read the story again. Point to the words as you read them. Don't say the last word on each line.  
Read line 1: Hello. This is my brother. He is... Pupils say: Isaac.  
Read line 2: Say hello to ... Pupils say: Isaac.  
Read line 3: Today is Monday. Today Isaac is very ... Pupils say: happy.  
Show the picture.
- Continue to the end of the story. Read each line without the last word. Pupils say the last word.
- Read the story again in the same way.
- Ask:** Why is Isaac happy? (Example answers: He is happy because he is going to school; he is happy because he has a big bag, a new pencil and a new exercise book.)

### Independent Practice (10 minutes)

- Tell pupils to get in pairs with someone next to them.



2. Tell them to take turns and tell the story to their partner, using the pictures to help them remember the story.
3. Walk around and listen as pupils retell the story to their partners. Encourage them to use full sentences. Help pupils out if they are stuck.

**Closing** (2 minutes)

1. **Say:** Very good, class.
2. **Ask:** What are some words we learnt from the story today?
3. Have 2-3 pupils raise their hands and respond with words from the story. (Example answers: brother, happy, big)
4. **Say:** Goodbye class. See you tomorrow. Pupils say: Thank you. Goodbye.

[STORY]

Hello. This is my brother. He is Isaac.

Say hello to Isaac.

Today is Monday. Today Isaac is very happy.




He is going to school.

He has a big bag.

He has a new pencil and a new exercise book.

Today Isaac is very happy.

<b>Lesson Title:</b> Days of the week	<b>Theme:</b> My friends and my class	
<b>Lesson Number:</b> L-01-010	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson pupils will be able to work in pairs to name the days of the week.</p>		<p><b>Teaching Aids</b></p> <p>Word cards for days of the week (or write the words on the).</p>		<p><b>Preparation</b></p> <p>Make word cards for the days of the week or write the on the board (see end of the lesson plan).</p>
---	--	---	---	---	---

### Opening (3 minutes)

- Say:** Good morning / Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
- Say:** Today is...? Raise your voice to show it is a question. Use a gesture to show that you don't know the answer.
- Say:** Today is...? Guide pupils to say the correct day of the week. Pupils repeat 3 times.
- Say:** Yes, today is... Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
- Say:** Today we are going to remember all the days of the week, and you are going to work in pairs and talk to each other in English.

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

- Say:** Today is [insert name of day today].
- Read it slowly from the board and point to each letter as you sound out the word.
- Raise your right hand in the air to count the weekdays.  
Point to your thumb. **Say:** Monday.  
Point to your second finger. **Say:** Tuesday.  
Point to your third finger. **Say:** Wednesday.  
Point to your third finger. **Say:** Wednesday.  
Point to your fourth finger. **Say:** Thursday.  
Point to your fifth finger. **Say:** Friday.
- If pupils are familiar with the days of the week in a local language, translate each of the days of the week from the local language to English, pointing to the word on the board as you explain.
- Repeat the names of the days from Monday to Friday using your fingers. Have pupils repeat each word after you.
- Point to your thumb but don't say anything. Pupils say: Monday.
- Point to your thumb but don't say anything. Pupils say: Tuesday.
- Point to your thumb but don't say anything. Pupils say: Wednesday.
- Point to your thumb but don't say anything. Pupils say: Thursday.
- Point to your thumb but don't say anything. Pupils say: Friday.
- Hold up the thumb of your left hand.
- Say:** Saturday. Pupils repeat 3 times.
- Hold up the second finger of your left hand. **Say:** Sunday. Pupils repeat 3 times.
- Start from the beginning. Say all the days of the week. Show one finger for each of the 7 days of the week. Pupils repeat all the days of the week 3 times.

**Guided Practice** (10 minutes)

1. Point to the words for the days of the week on the board. Start at 'Monday'.
2. Read each word for each day of the week slowly. Point to each word. Point to your fingers as you say each day of the week. Pupils repeat.
3. Read the list again. Start at Monday. Pupils repeat after you.
4. Point to the words. Don't say the words. Pupils say the words as you point. Repeat faster and faster.
5. Point to your middle finger (finger number 3). Pupils say: Wednesday. Point to your little finger. Pupils say: Friday.
6. Continue with different fingers. Pupils say the days of the week.

**Independent Practice** (10 minutes)

1. Tell pupils to work in pairs.
2. One pupil says a day of the week. The other pupil points to the correct finger. When they finish, one pupil points to a finger. The other pupil says the day of week.
3. **Say:** Let's sing the days of the week together.
4. Sing the days of the week in any tune familiar to the pupils.

**Closing** (2 minutes)

1. **Ask:** What day is it today? Pupils answer.
2. **Say:** Let's say the days of the week 1 more time. Pupils say the days of the week.
3. **Say:** Very good class. Goodbye. Pupils say: Thank you. Goodbye.

[DAYS OF THE WEEK]

Monday

Tuesday

Wednesday




Thursday

Friday

Saturday

Sunday

<b>Lesson Title:</b> Story telling	<b>Theme:</b> Words and picture talk	
<b>Lesson Number:</b> L-01-011	<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 questions about a simple story.</p>	 <p><b>Teaching Aids</b> Story <i>My Name is Bintu</i> (See end of the lesson plan).</p>	 <p><b>Preparation</b> 1. Write the story <i>My Name is Bintu</i> on the board or on a paper chart. 2. Ask pupils to bring stones to the next lesson.</p>
--	---	--

### Opening (3 minutes)

1. **Say:** Good morning / Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
2. **Say:** Today is...? Raise your voice like a question and use a gesture to show that you don't know the answer.
3. **Say:** Today is...? Guide pupils to say the correct day of the week. Pupils repeat 3 times.
4. **Say:** Yes, today is... Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
5. **Say:** Let's remember some words.
6. **Say:** I am Mr./Mrs./Ms.... Guide pupils to say: I am (teacher's name).
7. Write the name 'Bintu' on the board. Point to the word. Move your finger along the word as you say it.
8. Tell pupils that today we are going to listen to a story about Bintu and answer questions.

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

1. Point to your ear. **Say:** Listen.
2. Read the story. Point to the words on the board. Read the story slowly and clearly. Read the words one by one.
3. If needed, explain the story in the local language.
4. Act the story as you read it. Use actions for these words: hello, my, 10, hot, short, big, happy, big, heavy.
5. Read the story again using actions.
6. Read the story again. Guide pupils to act the story with you.

### Guided Practice (10 minutes)

1. Divide the class into the left and right side of the class.
2. Tell them to listen to the story again very carefully.
3. Read the story again.
4. **Ask the left group:** What is her name?
5. Have pupils from the left side raise their hands. Have 1-2 pupils answer. (Answer: Bintu)
6. **Ask the right group:** How old is Bintu?
7. Have pupils from the right side raise their hands. Have 1-2 pupils answer. (Answer: She is 10.)
8. **Ask the left group:** Does Bintu live in Kenema?
9. Have pupils from the left side raise their hands. Have 1-2 pupils answer. (Answer: No, she lives in Freetown.)

10. **Ask the right group:** Is Freetown hot or cold? Do actions for 'hot' and 'cold'.
11. Have pupils from the right side raise their hands. Have 1-2 pupils answer. (Answer: It is hot.)
12. **Ask the left group:** Is Bintu's mother short?
13. Have pupils from the left side raise their hands. Have 1-2 pupils answer. (Answer: Yes)
14. **Ask the right group:** Is Bintu's father small?
15. Have pupils from the right side raise their hands. Have 1-2 pupils answer. (Answer: No. He is big.)
16. **Ask the left group:** Is Bintu happy?
17. Have pupils from the left side raise their hands. Have 1-2 pupils answer. (Answer: Yes, she is.)
18. **Ask the right group:** Does Bintu like school?
19. Have pupils from the right side raise their hands. Have 1-2 pupils answer. (Answer: Yes)
20. **Say:** Very good.
21. Read the story again. Guide pupils to act and say the words with you.

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

1. Tell pupils to open their exercise books. Tell them to draw a picture of the story of Bintu.
2. When they finish, ask 1 girl and 1 boy to volunteer to show you their pictures.
3. Ask questions about the pictures the pupils show you. **Ask:** What is this? Who is this?
4. Guide pupils to say: It is Bintu. It is Bintu's father. It is Bintu's school.

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

1. **Say:** Very good. You are speaking English!
2. **Ask:** What do you think Bintu will do tomorrow? Guide pupils to think of creative answers.  
(Example answers: she will go to school, she will go to the market with her parents)
3. **Say:** Very good. Thank you, class. See you later. Pupils say: See you later.

[STORY] by Karen Waterston

Hello. My name is Bintu.

I am 10 years old.

I live in Freetown. It is very hot.




My mother is short.

My father is very big. I go to school.

I am very happy. I have a big bag. It is very heavy.

I like school.

<b>Lesson Title:</b> Drawing patterns	<b>Theme:</b> Words and picture talk	
<b>Lesson Number:</b> L-01-012	<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 patterns of the letters in their names.</p>	 <p><b>Teaching Aids</b> 1. A bag. 2. Sheets of paper with pupil's names. 3. Alphabet strip/alphabet written on the board.</p>	 <p><b>Preparation</b> 1. Bring a bag to class. 2. Use exercise book paper or other paper to write each child's first name – one name per sheet. 3. Write the alphabet on the board/put up alphabet strip.</p>
---	---	---

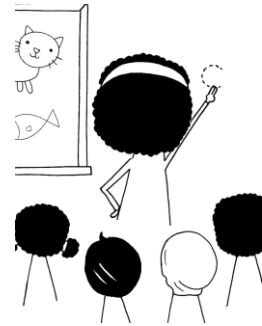
### Opening (3 minutes)

1. Greet the class. Guide pupils to respond.
2. **Say:** How are you? Guide pupils to respond.
3. **Ask:** What day is it today? Guide pupils to respond.
4. Write the name of the day on the board. Point to the word and move your finger along it as you say it. Ask pupils to repeat the word 2-3 times.
5. Do an action to show the word 'yesterday'. **Ask:** What day was yesterday? Guide pupils to answer.
6. Do an action to show the word 'tomorrow'. **Ask:** What day is tomorrow? Guide pupils to answer.
7. Tell pupils that today they will draw the letters of their name.

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

1. Hold up a bag.
2. **Ask:** What is this object? (Answer: bag)
3. Write the first letter of the word - 'b' - on the board.
4. **Say:** This is a letter. The name of the letter is 'b'.
5. Turn your back to the pupils, put two fingers in the air and trace the letter 'b'. As you trace, explain the movement of your fingers.
6. **Say:** To write the letter 'b' you draw a line up to down, go halfway back up and join half a circle to the end.
7. Slowly write the rest of the letters of the word ('a' and 'g') pausing to say the name of the letter, and then tracing it with your finger. As you trace, give directions of how to write it.
8. **Ask:** How many letters are in the word bag? (Answer: 3)
9. **Say:** Very good.
10. Write your name on the board.
11. Point to your name on the board. **Say:** I am Mr./Mrs./Ms....
12. **Say:** Everyone, say your name. Ready? 1, 2, 3, go.
13. Guide pupils to say their names out loud together.
14. **Say:** Look. This is the first letter of my name.
15. Point to the first letter in your name. Trace over the letter slowly.

16. Turn to face the board with your back to the pupils. Hold two fingers up high in the air. Draw the first letter of your name in the air (see illustration).
17. Repeat this 3 times.



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

1. Distribute the sheets of paper with pupil's names.
2. **Say:** You all have a piece of paper with your name on it. On that paper point to the first alphabet of your name.
3. Have pupils point to the first letter in their name. Observe if they are doing it correctly.
4. **Say:** I will read the entire alphabet and when I say the letter which is the first letter of your name, hold up your paper for me to see.
5. Point to and slowly say the letter. Pause after each for pupils to raise their paper.
6. Check that they are raising their papers on the right letter. If someone is not lifting the paper when they are supposed to, guide them to do so.




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

1. Tell pupils to take out their exercise books.
2. **Say:** Notice the shape of the first letter in your name. Try and copy it in your exercise book.
3. If possible, walk around and check what pupils are doing. Help them as needed.

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

1. **Say:** Everyone. Hold your finger up. Draw the first letter of your name. Draw in the air very quickly. Ready, 1, 2, 3, go!
2. Guide pupils to draw quickly.
3. Collect the sheets of paper with pupil's names and store them carefully for future lessons.

<b>Lesson Title:</b> Following instructions	<b>Theme:</b> Words and picture talk	
<b>Lesson Number:</b> L-01-013	<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 follow simple instructions.		<b>Teaching Aids</b> None		<b>Preparation</b> Practice actions for these words: listen, write, stand up, raise your hand, sit down, come here.
---	--	---	------------------------------	---	--

### Opening (3 minutes)

1. Greet the class. Guide pupils to respond.
2. **Ask:** What is the day today? Guide pupils to respond.
3. Write the name of the day on the board. Point to the word and move your finger along it as you say it. Ask pupils to repeat the word two or three times.
4. Ask pupils to stand up.
5. Ask pupils to sit down.
6. Tell pupils that today they will learn how to follow instructions in English.
7. Explain the meaning of the word 'instructions' in the local language

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

1. Do an action for the word 'listen'. **Say:** Listen.
2. Pupils do the action and say the word. Repeat 3 times.
3. Do an action for the word 'write'. **Say:** Write.
4. Pupils do the action and say the word. Repeat 3 times.
5. Do an action for the words 'stand up'. **Say:** Stand up.
6. Pupils do the action and say the words. Repeat 3 times.
7. Do the action for the word 'listen', again.
8. Guide pupils to say the word and do the action.
9. Do the action for word 'write'.
10. Guide pupils to say the word and do the action.
11. Do the action for the words 'stand up'.
12. Guide pupils to say the word and do the action.
13. Do an action for and say the following phrases - raise your hand, sit down and come here.

### Guided Practice (10 minutes)

1. **Say:** Listen. Guide pupils to do the action.
2. Say the different instructions and guide pupils to do the actions - write, stand up, raise your hand, sit down and come here.
3. Repeat all the instructions again in a different order and have pupils do the actions.
4. Divide the class down the middle, into 2 groups – left and right side of the class.
5. Say an instruction and ask the left side and right side to do the action alternately.
6. Do an action and ask one of the groups to tell you what the instruction is. Repeat this with different groups.






**Independent Practice** (10 minutes)

1. Tell pupils to work in pairs.
2. Tell pupils to alternate giving simple instructions to each other and following the instruction given.

**Closing** (2 minutes)

1. Do the actions for the instructions 'listen' and 'look' and **say**: Listen. Look at me, class.
2. Ask pupils if they can remember the words for simple instructions.
3. Do the actions if they can't remember. Say the first sounds of the words to help them recall.
4. **Say**: Very good. Thank you, class.
5. Guide pupils to say thank you.

<b>Lesson Title:</b> Parts of my body	<b>Theme:</b> Words and picture talk	
<b>Lesson Number:</b> L-01-014	<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 the names of parts of the body and use 'my' to talk about themselves.</p>		<p><b>Teaching Aids</b> None</p>		<p><b>Preparation</b> Learn the song <i>Head and Shoulders</i> (see end of lesson plan).</p>
---	--	---	--------------------------------------	---	--

### Opening (3 minutes)

1. Greet the class. Guide pupils to respond.
2. **Ask:** 'What is your name?'
3. Have pupils raise their hands. Ask 2-3 pupils to respond.
4. **Ask:** What is the day today? Guide pupils to respond. Write the name of the day on the board. Follow the steps from before.
5. Tell pupils to do the following actions – stand up, sit down, listen, write, raise your hand, come here. Guide pupils to do the actions.
6. Tell pupils that today we are going to learn the names of their body parts.

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

1. Point to your head. **Say:** Head. Pupils point to their head and say the word 3 times. Explain in the local language if needed.
2. Point to your shoulders. **Say:** Shoulder. Pupils point to their shoulder and say the word 3 times. Explain in the local language if needed.
3. Point and say the names of the following parts - knee, eye, arm, hand. Explain in the local language if needed.
4. Point to your head. **Say:** head, head, head. Say it very quietly. Guide pupils to point to their head and say 'head' quietly.
5. Point to your shoulder. **Say:** shoulder, shoulder, shoulder. Say it very loudly. Guide pupils to point to their shoulder and say 'shoulder' very loudly.
6. Repeat for 'knee' in a high voice.
7. Repeat for 'eye' in a low voice.
8. Repeat for 'arm' in a singing voice.
9. Repeat for 'hand' in a happy voice.
10. Point to yourself. **Say:** my, my, my. Guide pupils to do the action and say 'my'. Translate into local language if necessary.

### Guided Practice (10 minutes)

1. Point to yourself. **Say:** My.
2. Point to your head. **Say:** head.
3. **Say:** My head.
4. Point to yourself and **say:** My.
5. Point to your head and **say:** My head.

6. Point to yourself. **Say:** My.
7. Point to your shoulder. **Say:** Shoulder.
8. **Say:** My shoulder.
9. Point to yourself and **say:** 'my'.
10. **Say:** Point to your shoulder.
11. Guide pupils to say 'My shoulder'.
12. Repeat for - 'my knee', 'my eye', 'my arm', 'my hand'.
13. Repeat the phrases faster and ask pupils to do the actions – 'my head', 'my shoulder' 'my knee', 'my eye', 'my arm', 'my hand'.

**Independent Practice** (10 minutes)

1. Tell pupils to work in pairs.
2. Tell Pupil 1 to point to a body part. Tell Pupil 2 to say 'My \_\_\_\_\_'.
3. Then they should say the words and do the actions together.
4. Tell pupil 2 to point to a body part. Tell pupil 1 to say 'My \_\_\_\_\_.'
5. Then they should say the words and do the actions together.
6. Keep changing over until each pair has done about 5 turns each.
7. Walk around the classroom to check pupils understand.

**Closing** (2 minutes)

1. Do a gesture for 'listen'. **Say:** Class, listen. Let's sing a song. Stand up.
2. Sing the song 'Head and shoulders' in any tune familiar to the pupils.
3. Do the actions for the song. Have pupils do the actions with you.
4. Sing again. Pupils sing and do the actions.
5. Sing again, very quickly.
6. **Say:** Very good, class.

[SONG: HEAD AND SHOULDERS] by Anonymous: a popular and common song

Head and shoulders.




Head and shoulders.

Knees and toes, knees and toes.

Head and shoulders.

Knees and toes, knees and toes.

<b>Lesson Title:</b> Recognising our names	<b>Theme:</b> Words and picture talk	
<b>Lesson Number:</b> L-01-015	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to recognize their names from the first letter.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Sheets of paper with pupil's names.</li> <li>2. Glue, if available.</li> <li>3. Chart paper, if available.</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the alphabet in big letters on the board (use uppercase letters).</li> <li>2. Take out the sheets of paper with pupil's names from the earlier lesson.</li> </ol>
---	--	---	---	---	---

### Opening (3 minutes)

1. **Say:** Good morning / Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
2. **Ask:** What is the day today? Guide pupils to respond. Write the name of the day on the board. Point to the word. Move your finger along the word as you read it.
3. Tell pupils that today we are going to recognize our names from the first letter.

### Introduction to the New Material (7 minutes)

1. Point to the alphabet on the board.
2. **Say:** These are letters. In English, there 26 letters. This is the alphabet.
3. Do the gesture for listen. **Say:** Listen.
4. Point to each letter and say the name of the letter.
5. Point to each letter again.
6. **Say:** Repeat after me.
7. Guide pupils to say the name of the letter.

### Guided Practice (10 minutes)

1. Distribute the sheets of paper with pupil's names.
2. Point to the board. **Say:** Look at the board.
3. Raise your hand when I say the first letter of your name.
4. Point to the alphabet. Say each letter one by one.
5. Guide pupils to raise their hand when you say the first letter of their name.
6. Repeat faster and faster.
7. Write your name on the board.
8. Point to the first letter of your name.
9. **Say:** This is the first letter of my name.
10. Turn to face the board with your back to the pupils. Hold your finger high up in the air. Trace the first letter of your name in the air.
11. Turn around to face the pupils again.
12. Tell pupils to look for the first letter of their name and underline it with a pencil. **Say:** Draw it in the air. Ready? 1, 2, 3, go.
13. Pupils draw the first letter of their name in the air.




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

1. Do an action for 'open'. **Say:** Open your exercise book.
2. Draw the first letter of your name. Draw a big letter. Decorate it.
3. Guide pupils to draw the first letter of their name. Use colours if they have coloured pencils.
4. For pupils who finish early, they can draw the first letter of their name again.
5. Collect the pictures. If possible, stick them on a big piece of paper or chart and put it on the wall.

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

1. **Say:** Very good pictures, class.
2. Tell pupils to look for the first letter of their name on the way home.
3. **Say:** At home, look on tins and food labels, look on the bus and look at adverts on the street.
4. Collect the sheets of paper with pupil's names and store them carefully to use in future lessons.
5. Tell pupils to bring 10 stones to class on the next day.
6. **Say:** Thank you class.

<b>Lesson Title:</b> Counting in words 1 – 10	<b>Theme:</b> Rhymes and storytelling	
<b>Lesson Number:</b> L-01-016	<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 sing a song with number words.</p>	 <p><b>Teaching Aids</b> 1. Stones. 2. Song: <i>Head and Shoulders</i> (see lesson 14). Song: <i>Count and Eat</i> (at end of the lesson plan).</p>	 <p><b>Preparation</b> 1. Collect stones for counting. 2. Write the songs <i>Head and Shoulder</i> and <i>Count and Eat</i> on the board or on a paper chart.</p>
---	--	--

### Opening (3 minutes)

1. Greet the class. Guide pupils to respond.
2. **Ask:** How are you, today?
3. Have 2-3 pupils volunteer to respond. Guide them to use the full sentence, 'I am fine, thank you'.
4. **Ask:** Remember the song, *Head and Shoulders*? Let's sing.
5. Guide pupils to sing the song together.
6. **Say:** Very good.
7. Tell pupils that today we are going to sing a song with number words.

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

1. Write the numbers 1-10 on the board.
2. Point to number 1. **Say:** One. Hold up 1 finger.
3. Pupils repeat the word and hold up 1 finger.
4. Point to number 2. **Say:** Two. Hold up 2 fingers.
5. Pupils repeat the word and hold up 2 fingers.
6. One by one point to each number, say the name and hold up the number of fingers.
7. Translate the numbers into the local language if needed.
8. Point to the song on the board. **Say:** Let's sing.
9. Read the song, word by word.
10. Explain it in the local language, if needed.
11. Show your fingers for the numbers. Read again.
12. **Say:** Repeat after me.
13. Read each word. Pupils repeat. Pupils show the number on their fingers.
14. Sing the song together in a turn familiar to the pupils. Repeat 3 times.

### Guided Practice (10 minutes)

1. Tell pupils to take out their stones. Put them on the desk.
2. Give stones to those who did not bring stones.
3. **Say:** Pupils pick up 2 stones.
4. Point to the number on the board and hold up 2 fingers.
5. Check how many stones pupils have picked up. Correct any pupils if needed but helping them count each stone slowly, up to 2.
6. **Say:** Pupils pick up 5 stones.
7. Point to the number on the board and hold up 5 fingers.

8. Check how many stones pupils have picked up. Correct any pupils if needed but helping them count each stone slowly, up to 2.
9. Repeat this with 5 random numbers up to 10.

**Independent Practice** (10 minutes)

1. Tell pupils to copy the numbers into their exercise books.
2. Tell them to draw the number of stones next to the number. They have 5 minutes to do this.
3. Demonstrate on the board for numbers 1 and 2.
4. Tell pupils to get into pairs with someone next to them.
5. Explain that one pupil should point to a number in his/her exercise book and the other should say the name. Both pupils to take turns to point to and say the number.
6. Walk around the classroom to check pupils understand the task.




**Closing** (2 minutes)

1. Do the action for 'listen'. **Say:** Listen.
2. **Say:** Let's sing the song.
3. Point to the words of the song, *Count and Eat*. Sing the song together.
4. Tell pupils to bring their exercise books and a pencil tomorrow.
5. **Say:** Very good, class.

[SONG: COUNT AND EAT] From '1, 2, 3 Read and Write with me!' Stories and poems (RAISES Education Project)

One, two -  
I love Fufu.  
Three, four –  
I love rice more.  
Five, six -  
Saucy mix;  
Seven, eight –  
On my plate.  
Nine, ten –  
Eat again!

<b>Lesson Title:</b> Different parts of a book	<b>Theme:</b> Rhymes and storytelling	
<b>Lesson Number:</b> L-01-017	<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:</p> <ol style="list-style-type: none"> <li>1. Use their exercise books correctly (know front cover from back cover; how to open and close the book).</li> <li>2. Hold a pencil correctly.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. An exercise book for each pupil or one for two pupils to share.</li> <li>2. An exercise book for the teacher.</li> <li>3. A pencil for teacher.</li> <li>4. A pencil for each pupil.</li> </ol>	 <p><b>Preparation</b> Write your name on the front of the exercise book for the teacher.</p>
--	---	--

**Opening (3 minutes)**

1. Greet the class.
2. Point to the desk. **Ask:** What is this?
3. Have 1-2 pupils volunteer to answer.
4. Repeat for 'chair', 'bag', 'exercise book', 'arm', and 'head'.
5. **Say:** Today we will learn how to use the exercise book correctly.

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

1. Stand at the back of the class. Face the board. Hold up your exercise book.
2. **Ask:** What is this? Guide pupils to say 'exercise book'.
3. Open the exercise book. Show it to the left of the class.
4. Tell pupils we open it this way.
5. Close the exercise book.
6. Open the exercise book. Show it to the right of the class.
7. Tell pupils we open it this way.
8. Close the exercise book.
9. Point to the front of the exercise book. Tell pupils this is the front.
10. Point to the back of the exercise book. Tell pupils this is the back.
11. Show the front cover. Point to your name.
12. **Ask:** What is this? Guide pupils to say 'your name'.
13. **Say:** This is my exercise book. We must look after our exercise books.
14. **Ask:** How can we do this?
15. Ask pupils raise their hands to answer. Choose a girl to answer. Choose a boy to answer. Choose pupils from the front, middle and back of the classroom. (Example answers: use clean hands to open book, keep it in the bag, don't put it on the floor)
16. Hold up a pencil
17. **Ask:** What is this? (Answer: Pencil)
18. **Say:** This is my pencil. We must hold our pencil's properly to write.
19. **Ask:** How can we do this?
20. Ask pupils raise their hands to answer. Choose a girl to answer. Choose a boy to answer. Choose pupils from the front, middle and back of the classroom. (Example answers: we hold it in our hands, we hold it between our fingers)



21. **Say:** We hold the pencil in our hands between our first 3-fingers. Those are our thumb, index and middle fingers.

**Guided Practice** (5 minutes)

1. **Say:** Show me your exercise book. Pupils take out their exercise books.
2. **Say:** Show me the front. Pupils point to the front.
3. **Say:** Show me the back. Pupils point to the back.
4. Do an action for 'open'. **Say:** Open your exercise book. Pupils open their exercise books.
5. Do an action for 'close'. **Say:** Close your exercise book. Pupils close their exercise books.
6. **Say:** Show me your pencil. Pupils take out their pencils.
7. **Say:** Show me how you hold your pencil to write. Pupils hold pencil in the air.
8. Check to see that pupils are holding it between 3-fingers.
9. **Say:** How many fingers do we use to hold our pencil? (Answer: 3 fingers)




**Independent Practice** (15 minutes)

1. Tell pupils to work in pairs.
2. Tell them to look at their exercise books. They can share with their partner if they don't have one.
3. **Say:** Show each other the front of your book.
4. **Say:** Show each other the back of the book.
5. **Say:** Open the exercise books.
6. **Say:** Close the exercise book
7. Tell pupils to talk to each other about how to look after their exercise books for 2 minutes.
8. **Say:** Show each other your pencil.
9. **Say:** Show each other how you hold a pencil.
10. Tell pupils to talk to each other about how to hold their pencil properly to write.
11. Have 2-3 pairs volunteer to share what they discussed with the rest of the class.

**Closing** (2 minutes)

1. **Say:** Look at me. Very good.
2. **Ask:** Why are books useful?
3. Have 3-4 pupils volunteer to answer. (Example answers: we can write in it, we can read it, we can write things we might forget)
4. **Ask:** Why is it important to hold a pencil correctly?
5. Have 3-4 pupils volunteer to answer. (Example answers: to help us write neatly, to help us write quickly)
6. **Say:** Thank you class.

<b>Lesson Title:</b> Letter work: Aa	<b>Theme:</b> Rhymes and storytelling; Letter work: Aa	
<b>Lesson Number:</b> L-01-18	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to identify the letter 'Aa' on the alphabet strip, in this week's story and in their names.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Alphabet strip/Alphabet written on the board.</li> <li>2. Letter 'Aa' story at the end of the lesson plan.</li> <li>3. Sheets of paper with pupil's names.</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write Letter 'Aa' story on the board or on a paper chart.</li> <li>2. Prepare the alphabet strip/write the alphabet on the board.</li> <li>3. Take out the sheets of paper with pupil names.</li> </ol>
---	--	---	---	---	---

### Opening (3 minutes)

1. Greet the class. Guide pupils to respond.
2. **Ask:** 'How are you, today?'
3. Have 2-3 pupils volunteer to respond. Guide them to say 'I am fine, thank you!'
4. Clap 3 times. **Ask:** How many times did I clap? Guide pupils to say 3.
5. Tell pupils to clap the number you say.
6. **Say:** 6. Hold up 6 fingers. Pupils clap 6 times.
7. Repeat for 4, 7, 2.
8. Tell pupils that today we are going to look at letter 'Aa'.

### 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 'Aa'.
4. **Say:** This is 'a'.
5. Point to uppercase 'A'. **Say:** 'This is uppercase 'A'!' This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'a'. **Say:** 'This is lowercase 'a'!' This is used at all other times.
7. Say the name of the letter, 'a' and then the sound of the letter /a/.
8. Repeat after me. **Say:** A-/a/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a story.
10. Point to the story.
11. Read the story. Point to each word as you read it.
12. Explain the meaning of the story in the local language, if needed.
13. Read it again.

### Guided Practice (10 minutes)

1. **Say:** Can you see the uppercase letter 'A' or lowercase letter 'a' in the story?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'A'. 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 'A' in one word in the story.

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

**Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'a'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'A' three times. Explain how they should make the shapes to draw uppercase 'A'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'a' three times. Explain how they should make the shapes to draw lowercase 'a'.
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 /a/ sound. You can use words from the story or think of your own words. (Example answers: axe, apple, ant)
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 'a' in it.
10. Check if pupils are recognizing the letter correctly and standing.

**Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Aa' on the board.
4. **Say:** This is letter 'Aa'. Repeat after me. A-/a/.
5. Pupils say the name and the sound.
6. Collect the sheets of paper with pupil's names and store them safely to use for future lessons.




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

Abu has an axe.

Ali has an axe.

Auntie Ana has an axe

<b>Lesson Title:</b> Aa words	<b>Theme:</b> Rhymes and storytelling; Letter work: Aa	
<b>Lesson Number:</b> L-01-019	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson pupils will be able to draw words beginning with 'Aa'.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Pictures (or drawings on the board) of words used in the story - Abu, axe, auntie, apple, ant.</li> <li>2. <i>Letter story</i> (See end of the lesson plan).</li> <li>3. An exercise book (for the teacher).</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write <i>Letter Story</i> (See end of the lesson plan) on the board.</li> <li>2. Make picture cards for 'Abu', 'axe', 'auntie', 'apple', 'ant' or draw them on the board.</li> <li>3. Get an exercise book.</li> </ol>
---	--	---	---	---	--

### Opening (3 minutes)

1. **Say:** Good morning / Good afternoon to the class and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
2. **Ask:** How are you, today?
3. Have pupils raise their hand and respond 'I am fine, thank you'.
4. Write the letter 'A' on the board.
5. **Ask:** What is this? Guide pupils to say: 'A'.
6. **Say:** Raise your hand if the first letter of your name is A. Pupils whose names begin with the letter 'A' raise their hands.
7. If there are some pupils who do not raise their hands even though their name begins with 'A', guide them to raise their hands.
8. Tell pupils that today they are going to draw words beginning with 'Aa'.

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

1. Point to the story on the board. Read the story. Point to each word as you read.
2. Explain the story using the local language as needed.
3. Hold up the picture or point to the picture of Abu on the board.
4. **Say:** Abu. Pupils repeat.
5. Read the first line of the story. Circle the word 'Abu'.
6. Hold up the picture or point to the picture of an axe on the board.
7. **Say:** Axe. Pupils repeat.
8. Read the second line of the story. Circle the word 'axe'.
9. Hold up the picture or point to the picture of 'auntie' on the board.
10. **Say:** Auntie. Pupils repeat.
11. Read the next line of the story. Circle the word 'auntie'.
12. Read the story again.
13. Hold up or point to the picture when you read the words.

### Guided Practice (10 minutes)

1. Hold up or point to the picture of 'Abu'.
2. **Ask:** Who is this?
3. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: 'Abu')

4. **Ask:** What is the first letter in 'Abu'? Raise your hands.
5. Have 1 pupil answer. (Answer: A)
6. Hold up or point to the picture of an axe.
7. **Ask:** What is this? Pupils say 'axe'.
8. **Ask:** What is the first letter? Raise your hands.
9. Have 1 pupil answer. (Answer: A)
10. In the same way hold up/point to pictures of 'auntie', 'apple' and 'ant', ask pupils what the first letter is and have 1-2 pupils volunteer to respond.
11. **Say:** Very good. All these words begin with the letter 'A'.
12. Write the letter on the board.
13. Say the letter and the sound. Pupils repeat.
14. Read the story again. Ask pupils to clap their hands when they hear a word that begins with the letter A.

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

1. Write uppercase 'A' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'A' in the air with your fingers.
3. Write lowercase 'a' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'a' 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 'A' at the top of the page. Remember to hold your pencil correctly.
8. Give pupils time to write 'A' 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 'A'. Show the picture or point to the pictures on the board as examples.
11. Guide pupils to draw Abu, axe, auntie, ant, apple or any other word beginning with the letter 'A'.

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

1. **Say:** Okay class. Listen. This is letter 'A'. Show me letter 'A'.
2. Guide pupils to write the uppercase 'A' and lowercase 'a' in the air.
3. **Ask:** Which words begin with the letter 'A'. Pupils say: Abu, Ali, axe, auntie, ant and apple
4. **Say:** Very good. Thank you class. Pupils say: Thank you.




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

Abu has an axe.

Ali has an axe.

Auntie Ana has an axe.

<b>Lesson Title:</b> Making requests	<b>Theme:</b> Rhymes and storytelling; Letter work: Aa	
<b>Lesson Number:</b> L-01-020	<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 'Please', 'Can I...?' and 'Thank you' when making simple requests.</p>		<p><b>Teaching Aids</b> Song <i>Can I Go Out?</i> (See the end of the lesson plan).</p>		<p><b>Preparation</b> 1. Practice singing the song '<i>Can I Go Out?</i>' using a tune familiar to pupils. 2. Write the song '<i>Can I Go Out?</i>' on the board.</p>
---	---	---	---	---	---

### Opening (3 minutes)

1. **Say:** Good morning / Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say 'Good morning' / 'Good afternoon' after you.
2. **Say:** Today is...? Raise your voice like a question and use a gesture to show that you don't know the answer.
3. **Say:** Today is...? Guide pupils to say the correct day of the week.
4. Pupils repeat 3 times.
5. **Say:** Yes, today is... Write the name of the day on the board. Point to the word.
6. Move your finger along the word as you say it.
7. **Ask:** When we want something from someone or need to ask something, how should we ask?
8. Explain the question and ask pupils to respond in the local language.
9. Have pupils raise their hands. Ask 3-4 pupils to respond.
10. Tell pupils that today we are going to ask for something politely in English.

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

1. Tell pupils to repeat after you. **Say:** Please. Translate into local language if needed.
2. Pupils repeat 3 times.
3. Tell pupils we use this word when we ask for something. It is polite.
4. **Say:** Please. Pupils repeat 3 times. Translate into local language if needed.
5. **Say:** Another word is, 'Thank you'. Translate into local language if needed.
6. Pupils repeat 3 times. Tell pupils we use this word when someone gives us something or does something for us.
7. **Say:** Thank you. Pupils repeat 3 times.
8. Give a pencil to a girl on the nearest table. Guide her to say 'Thank you'.
9. Give a ruler (or anything else easily available in the room) to a boy on the nearest table.
10. Guide him to say 'Thank you'.
11. Have a pupil volunteer to participate.
12. Tell him or her that we will pretend that he or she needs to go out for something.
13. Tell him or her to ask you 'Can I go out? Translate into local language if needed.
14. When he or she asks, respond with 'Yes you can'.
15. Tell pupils this is how we ask to go out.
16. **Ask:** Can I go out? Pupils repeat 3 times.
17. Have another pupil volunteer to participate.
18. Tell him or her that we will pretend that he or she needs to come back to the class.

19. Tell him or her to ask you 'Can I come in?' Translate into local language if needed.
20. When he or she asks, respond with 'Yes you can'.
21. Tell pupils this is how we to come back into the classroom.
22. **Ask:** Can I come in? Pupils repeat 3 times.
23. **Ask:** Can I have a pencil please? Translate into local language if needed.
24. Tell pupils this is how we ask politely for something.
25. **Ask:** Can I have a pencil please? Pupils repeat 3 times.

### **Guided Practice** (7 minutes)

1. **Say:** Let's sing a song. Point to the song on the board.
2. Read the song out loud. Translate into local language if needed.
3. Point to the words as you read them.
4. Read one line at a time and have pupils repeat after you.
5. Sing the song in a familiar tune. Pupils sing with you line by line.
6. Point to the words. Don't say the words. Pupils sing.

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

1. Divide the class into two groups (left side and right side).
2. Point to the left side of the class. **Say:** You are group 1.
3. Point to the right side of the class. **Say:** You are group 2.
4. **Say:** Group 1. Ask to go out. Group 1 says: Can I go out? **Say:** Yes you can.
5. **Say:** Group 2: Ask to come in. Group 2 says: Can I come in? **Say:** Yes you can.
6. **Say:** Group 1. Ask for a ruler. Group 1 says: Can I have a ruler please. **Say:** Yes you can.
7. **Say:** Group 2. Ask to go out. Group 2 says: Can I go out? **Say:** Yes you can.
8. **Say:** Group 1. Ask to come in. Group 1 says: Can I come in? **Say:** Yes you can.
9. **Say:** Group 2. Ask for a book. Group 2 says: Can I have a book please? **Say:** Yes you can.




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

1. **Say:** Very good class. You are very polite. Remember to use please and thank you every lesson.
2. **Say:** Thank you, class. Pupils say: Thank you (teacher' name).

[*SONG: CAN I GO OUT?*] by Karen Waterston

Please, can I go out?  
 Please, can I go out?  
 Yes you can.  
 Yes you can.  
 Thank you very much.  
 Thank you.

<b>Lesson Title:</b> Rhymes	<b>Theme:</b> Rhymes and storytelling; Letter work: Bb	
<b>Lesson Number:</b> L-01-021	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to match rhyming words from a short poem.</p>		<p><b>Teaching Aids</b> Poem: <i>Tall and Ball</i> (see the end of the lesson).</p>		<p><b>Preparation</b> 1. Draw a picture of a cat on the board. 2. Draw a picture of a hat on the board. 3. Write the poem <i>Tall and Ball</i> on the board.</p>
---	---	---	---	---	--

### Opening (3 minutes)

1. **Say:** Good morning / Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
2. **Say:** Today is...? Raise your voice like a question and use a gesture to show that you don't know the answer.
3. **Say:** Today is...? Guide pupils to say the correct day of the week.
4. Pupils repeat 3 times.
5. **Say:** Yes, today is... Write the name of the day on the board. Point to the word.
6. Move your finger along the word as you say it.
7. Point to the drawing of the cat. **Ask:** What is this?
8. Have pupils answer together. (**Answer:** cat)
9. Point to the drawing of the hat. **Ask:** What is this?
10. Guide pupils to say 'hat'.
11. **Say:** Cat, hat.
12. Tell pupils these words have the same sound in the end - at. They are called rhyming words.
13. Tell pupils that today they are going to match rhyming words from a short poem.

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

1. **Say:** Listen. I am going to read a poem.
2. Point to the poem. Read the poem.
3. Explain in the local language if needed.
4. Point to each word when you say it.
5. Read the first line. Point to the word tall. **Say:** Tall.
6. Read the second line. Point to the word ball. **Say:** Ball.
7. **Say:** Tall, ball, tall, ball.
8. **Say:** These words have the same sound in the end. They are rhyming words.
9. Read the third line. Point to the word cat. **Say:** Cat
10. Read the fourth line. Point to the word hat. **Say:** Hat.
11. **Say:** Cat, hat, cat hat.
12. **Say:** These words have the same sound in the end- at. They are rhyming words.
13. Read the fifth line. Point to the word rice. **Say:** Rice
14. Read the last line. Point to the word nice. **Say:** Nice.
15. **Say:** Rice, nice, rice, nice.



16. **Say:** These words have the same sound in the end - ice. They are rhyming words.

17. Read the poem again. Point to each word.

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

1. Tell pupils to clap when they hear two words that end with the same sound.
2. Read the poem slowly. Stop after the word ball. Pupils clap.
3. **Ask:** Why did we clap?
4. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: Because ball has the same end sound as 'tall'.)
5. Continue reading. Stop after the word hat. Pupils clap.
6. **Ask:** Why did we clap?
7. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: Because hat has the same end sound as 'cat'.)
8. Continue reading. Stop after the word nice. Pupils clap.
9. **Ask:** Why did we clap?
10. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: Because nice has the same end sound as 'mice'.)

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

1. **Say:** I will say 2 words. You clap if have the same end sound.
2. **Say:** Ready? Pupils say: yes.
3. **Say:** Ball, tall. Pupils clap.
4. **Say:** Ball, seven. Pupils don't clap.
5. **Say:** Cat, hat. Pupils clap.
6. **Say:** Cat, ten. Pupils don't clap.
7. **Say:** Rice, mice. Pupils clap.
8. **Say:** Rice, two. Pupils don't clap.

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

1. **Say:** Very good.
2. **Ask:** What number rhymes with door? Show 4 fingers. Pupils say: 4
3. **Ask:** What number rhymes with you? Pupils say: 2
4. **Say:** Very good class. Thank you. Pupils say: Thank you (teacher's name).

### [*POEM: TALL AND BALL*]

I am tall.

I have a ball.




This is my cat.

It has a hat.

I like rice.

It is nice.

<b>Lesson Title:</b> Letter work Bb	<b>Theme:</b> Rhymes and Storytelling; Letter work Bb	
<b>Lesson Number:</b> L-01-022	<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 'Bb' on the alphabet strip, in this week's story and in their names.</p>	 <p><b>Teaching Aids</b> 1. Alphabet strip/alphabets written on the board. 2. Letter 'Bb' story (see the end of lesson). 3. Sheets of paper with pupil's names.</p>	 <p><b>Preparation</b> 1. Write the <i>Letter 'Bb'</i> story at the end of the lesson plan on the board. 2. Prepare the alphabet strip or write the alphabet on the board. 3. Draw a picture of a ball, bananas and a bed on the board. 4. Take out the sheets of paper with pupil names.</p>
---	--	--

### Opening (3 minutes)

- Say:** Good morning / Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
- Say:** Today is...? Raise your voice like a question and use a gesture to show that you don't know the answer.
- Say:** Today is...? Guide pupils to say the correct day of the week. Pupils repeat 3 times.
- Say:** Yes, today is... Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
- Say:** Let's remember some numbers.
- Clap 4 times. **Ask:** How many? Pupils say: 4.
- Tell pupils to clap the number you say. **Say:** 6. Hold up 6 fingers.
- Pupils clap 6 times.
- Repeat for the numbers 3 and 9.
- Tell pupils that today we are going to look at letter 'Bb'.

### 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 'Bb'.
- Say:** This is 'b'.
- Point to uppercase B. **Say:** 'This is uppercase B!' This is used when we spell names of places or people, or at the beginning of a sentence.
- Point to lowercase 'b'. **Say:** 'This is lowercase b!' This is used at all other times.
- Say the name of the letter, 'b' and then the sound of the letter /b/.
- Repeat after me. **Say:** B-/b/. Say the name and the sound.
- Do an action for 'listen'. **Say:** Let's listen to a story.
- Point to the story.
- Read the story. Point to each word as you read it.
- Explain the meaning of the story in the local language, if needed.

13. Read it again.

**Guided Practice** (10 minutes)

1. **Say:** Can you see the uppercase letter 'B' or lowercase letter 'b' in the story?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'B'. 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 'B' in one word in the story.
6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter. They can also help the person on the board.

**Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'b'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'B' three times. Explain how they should make the shapes to draw uppercase 'B'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'b' three times. Explain how they should make the shapes to draw lowercase 'b.'
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 /b/ sound. You can use words from the story or think of your own words. (Example answers: ball, banana, book)
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 'b' in it.
10. Check if pupils are recognizing the letter correctly and standing.

**Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Bb' on the board.
4. **Say:** This is letter 'Bb'. Repeat after me. B-/b/.
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.

[STORY: TEACHING LETTER Bb]




From Class 1 Teacher's Guide: Using the Reading Supports (RAISES Education Project)

Baby Baba loves her ball.

Baby Baba loves bananas.

Baby Baba goes to bed.

<b>Lesson Title:</b> Questions and answers	<b>Theme:</b> Rhymes and Story telling	
<b>Lesson Number:</b> L-01-023	<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 answer simple questions about their family.</p>		<p><b>Teaching Aids</b> Picture or drawing on the board of a family (mother, father, sister, brother).</p>		<p><b>Preparation</b> 1. Draw a picture of your family with mother, father, sister, brother. 2. Write names next to each person. Example - Mother: Yaema, Father: Amadu, sister: Fatu, brother: Solomon.</p>
---	--	---	--	---	--

### Opening (3 minutes)

- Say:** Good morning / Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
- Say:** Today is...? Raise your voice like a question and use a gesture to show that you don't know the answer.
- Say:** Today is...? Guide pupils to say the correct day of the week. Pupils repeat 3 times.
- Say:** Yes, today is... Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
- Ask:** What is your name? Raise your hands to answer.
- Have 2-3 pupils answer using the sentence frame 'My name is...'
- Ask:** Do you have a brother or sister in this school? Raise your hands if you do.
- Tell pupils that today we are going to answer simple questions about our family.

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

- Show (or point to) the picture of a family. Use the local language to explain as needed.
- Point to your mother. **Say:** This is my mother.
- Say:** Mother. Pupils say: mother. Repeat 3 times.
- Point to your father. **Say:** This is my father.
- Say:** Father. Pupils say: father. Repeat 3 times.
- Point to your sister. **Say:** This is my sister.
- Say:** Sister. Pupils say: sister. Repeat 3 times.
- Point to your brother. **Say:** This is my brother.
- Say:** Brother. Pupils say: brother. Repeat 3 times.
- Ask:** What is her name? Point to your mother. **Say:** Yaema.
- Ask:** What is his name? Point to your father. **Say:** Amadu.
- Ask:** What is her name? Point to your sister. **Say:** Fatu.
- Ask:** What is his name? Point to your brother. **Say:** Solomon.
- Point to your mother and your sister. Explain they are women.
- Ask:** Do you remember their names?
- Have 1-2 pupils volunteer to answer. (Answers: Mother: Yaema, sister: Fatu)
- Point to your father and your brother. Explain they are men.
- Ask:** Do you remember their names?
- Have 1-2 pupils volunteer to answer. (Answers: Father: Amadu, brother: Solomon)

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

1. Point to the picture or drawing of your family.
2. Repeat after me. **Ask:** What is her name? Point to your mother. Pupils say: What is her name?  
Repeat 3 times.
3. Repeat after me. **Ask:** What is her name? Point to your sister. Pupils say: What is her name?  
Repeat 3 times.
4. Repeat after me. **Ask:** What is his name? Point to your father. Pupils say: What is his name?  
Repeat 3 times.
5. Repeat after me. **Ask:** What is his name? Point to your brother. Pupils say: What is his name?  
Repeat 3 times.




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

1. **Say:** Open your exercise books. Do the action for open your book.
2. **Say:** Draw your family.
3. When pupils finish, ask them to work in pairs.
4. Tell pupils to ask each other and answer questions about their families.

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

1. **Say:** Listen class. Look at me. Thank you.
2. **Ask:** What are some other questions you can ask about someone's family?
3. Have 3-4 pupils raise their hands to answer. (Example answers: How many people are there in your family? Do you have grandparents? Where does your family live?)
4. **Say:** Well done!

<b>Lesson Title:</b> Bb words	<b>Theme:</b> Rhymes and Storytelling; Letter work: Bb	
<b>Lesson Number:</b> L-01-024	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to draw pictures of words beginning with 'Bb'.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Picture/drawing on the board for ball, bananas, bed, baby.</li> <li>2. Letter story 'Bb' (see the end of the lesson plan).</li> <li>3. An exercise book (for the teacher).</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the letter story (see end of the lesson plan) on the board.</li> <li>2. Make picture cards for 'ball', 'bananas', 'bed' and 'baby' or draw them on the board.</li> <li>3. Get an exercise book.</li> </ol>
---	---	---	---	---	--

### Opening (3 minutes)

1. **Say:** Good morning / Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
2. Write letter B on the board.
3. **Ask:** What is this? Guide pupils to say 'B'.
4. **Say:** Raise your hand if the first letter of your name is B. Pupils whose names begin with the letter 'B' raise their hands.
5. If there are some pupils who do not raise their hands even though their name begins with 'B', guide them to raise their hands.
6. Tell pupils that today they are going to draw words beginning with 'Bb'.

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

1. Point to the story on the board. Read the story. Point to each word as you read.
2. Explain the story using the local language as needed.
3. Hold up the picture or point to the picture of the baby on the board.
4. **Say:** Baby Baba. Pupils repeat.
5. Read the first line of the story. Circle the words 'Baby' and 'Baba'.
6. Hold up the picture or point to the picture of the ball on the board.
7. **Say:** Ball. Pupils repeat.
8. Read the first line of the story again. Circle the word 'ball'.
9. Hold up the picture or point to the picture of bananas on the board.
10. **Say:** Bananas. Pupils repeat.
11. Read the next line of the story. Circle the word 'bananas'.
12. Hold up the picture or point to the picture of the bed on the board.
13. **Say:** Bed. Pupils repeat.
14. Read the next line of the story. Circle the word 'bed'.
15. Read the story again.
16. Hold up or point to the picture when you read the words.

### Guided Practice (10 minutes)

1. Hold up or point to the picture of the baby.
2. **Ask:** Who is this?
3. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: 'Baby Baba')

4. **Ask:** What is the first letter in 'Baby'? Raise your hands.
5. Have 1 pupil answer. (Answer: B)
6. Hold up or point to the picture of a ball.
7. **Ask:** What is this? Pupils say 'ball'.
8. **Ask:** What is the first letter? Raise your hands.
9. Have 1 pupil answer. (Answer: B)
10. In the same way hold up/point to pictures of 'bananas', and 'bed', ask pupils what the first letter is and have 1-2 pupils volunteer to respond.
11. **Say:** Very good. All these words begin with the letter 'B'.
12. Write the letter on the board.
13. Say the letter and the sound. Pupils repeat.
14. Read the story again. Ask pupils to clap their hands when they hear a word that begins with the letter B.

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

1. Write uppercase 'B' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'B' in the air with your fingers.
3. Write lowercase 'b' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'b' 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 'B' at the top of the page.
8. Give pupils time to write 'B' 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 'B'. Show the picture or point to the pictures on the board as examples.
11. Guide pupils to draw a baby, ball, banana, bed or any other word beginning with the letter 'B'.




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

1. **Say:** Okay class. Listen. This is letter 'B'. Show me letter 'B'.
2. Guide pupils to write the uppercase 'B' and lowercase 'b' in the air.
3. **Ask:** Which words begin with the letter 'B'. (Answers: Abu, Ali, axe, auntie, ant, apple)
4. **Say:** Very good. Thank you class. Pupils say: Thank you.

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

Baby Baba loves her ball.  
 Baby Baba loves bananas.  
 Baby Baba goes to bed.

<b>Lesson Title:</b> Being polite	<b>Theme:</b> Rhymes and storytelling; Letter Work: Bb	
<b>Lesson Number:</b> L-01-025	<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 polite names to address adults.		<b>Teaching Aids</b> Picture/drawing on the board of a man and a woman.		<b>Preparation</b> Bring/draw picture of a man and a woman.
---	--	---	--	---	--

### Opening (3 minutes)

- Say:** Good morning / Good afternoon to the class 2 times and look at everyone in the classroom as you say it.
- Guide pupils to say Good morning or Good afternoon after you.
- Say:** Today is...? Raise your voice like a question and use a gesture to show that you don't know the answer.
- Say:** Today is...? Guide pupils to say the correct day of the week. Pupils repeat 3 times.
- Say:** Yes, today is... Write the name of the day on the board.
- Point to the word. Move your finger along the word as you say it.
- Ask:** Can you remember the polite words when we ask for something?
- Have pupils raise their hands. Have 3-4 pupils respond (Answers: please, thank you).
- Tell pupils that today we are going to use polite names to talk to adults.

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

- Show the picture of a woman or point to the drawing on the board.
- Say:** This is a woman. Her name is Mrs. Camara.
- Say:** Good morning Madam.
- Show the picture of a man or point to the drawing on the board.  
**Say:** This is a man. His name is Mr. Bangura.
- Say:** Good morning Sir.
- Show the picture of the woman or point to the drawing on the board.
- Say:** Madam. Good morning Madam.
- Pupils repeat 3 times.
- Show the picture of the man or point to the drawing on the board.
- Say:** Sir. Good morning Sir.
- Pupils repeat 3 times.
- Tell pupils we say Madam for woman and Sir for a man. This is polite.
- Show the picture of the woman or point to the drawing on the board.
- Say:** Repeat after me. Good morning Madam.
- Pupils repeat.
- Show the picture of the man or point to the drawing on the board.
- Say:** Repeat after me. Good morning Sir.
- Pupils repeat.



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

1. **Say:** How are you class?
2. Have pupils raise their hands.
3. Guide 4-5 pupils to respond with 'I am fine'.
4. Show the picture of the woman or point to the drawing on the board.
5. **Say:** Ask the question to Mrs. Camara.
6. Guide pupils to say, 'How are you Madam?'
7. Show the picture of the man or point to the drawing on the board.
8. **Say:** Ask the question to Mr .Bangura.
9. Guide pupils to say 'How are you Sir?'
10. **Say:** What is your name?
11. Guide pupils to say, 'My name is...'
12. Show the picture of the woman or point to the drawing on the board.
13. **Say:** Ask Mrs. Camara.
14. Guide pupils to say, 'What is your name, Madam?'
15. Show the picture of the man or point to the drawing on the board.
16. **Say:** Ask Mr. Bangura.
17. Guide pupils to say, 'What is your name, Sir?'




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

1. Ask pupils to draw a picture of a man and a woman in their exercise books.
2. Tell pupils to work in pairs.
3. One pupil points to the woman. The other pupil asks, 'How you, Madam /what are is your name, Madam?'
4. The other pupil points to the man. The first pupil asks, 'How you, Sir /what are is your name, Sir?'

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

1. Do an action for look. **Say:** Look at me class.
2. **Say:** What words did we learn today? (Example answers: madam, sir)
3. Show the picture of a woman or point to the picture on the board.
4. **Ask:** Is this madam or Sir?
5. Have pupils say together 'Madam'.
6. Show the picture of a man or point to the picture on the board.
7. **Ask: Ask:** Is this madam or Sir?
8. Have pupils say together 'Sir'.
9. **Say:** Thank you.
10. Guide pupils to say, 'Thank you madam/sir.'

<b>Lesson Title:</b> Obeying instructions and commands	<b>Theme:</b> Following instructions	
<b>Lesson Number:</b> L-01-026	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> 1. By the end of the lesson, pupils will be able to follow instructions when given simple commands.		<b>Teaching Aids</b> None		<b>Preparation</b> Practice actions for these words: clap, sing, work in pairs, look, open your book, close your book.
---	---	---	------------------------------	---	---

### Opening (3 minutes)

1. **Say:** Good morning / Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
2. **Say:** Today is...? Raise your voice like a question and use a gesture to show that you don't know the answer.
3. **Say:** Today is...? Guide pupils to say the correct day of the week. Pupils repeat 3 times.
4. **Say:** Yes, today is... Write the name of the day on the board.
5. Point to the word. Move your finger along the word as you say it.
6. **Say:** Act out the words I say. Listen.
7. Pupils mime 'listen'.
8. **Say:** Stand up. Sit down.
9. Pupils stand up and sit down.
10. **Say:** Write.
11. Pupils mime write.
12. **Say:** Well done!
13. Tell pupils that today we are going to learn some more simple instructions.

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

1. **Say:** Act out and say the words I say. Clap.
2. Pupils do the action and say 'Clap'. Repeat 3 times.
3. **Say:** Sing.
4. Pupils do the action and say 'sing'. Repeat 3 times.
5. **Say:** Stand up.
6. Pupils do the action and say 'stand up'. Repeat 3 times
7. **Say:** Work in pairs.
8. Pupils do the action (shake hands with a pupil to show 2 friends together) and say 'work in pairs'. Repeat 3 times.
9. Repeat this process for- 'look', 'open your book', and 'close your book'.
10. Do all the actions again and say the words. Pupils repeat after you.

### Guided Practice (10 minutes)

1. **Say:** Clap.
2. Pupils do the action.
3. **Say:** Sing.

4. Pupils do the action.
5. **Say:** Stand up.
6. Pupils do the action.
7. Repeat for 'work in pairs', 'look', 'open your book', 'close your book'.
8. Repeat. Change the order of the actions you do.




**Independent Practice** (10 minutes)

1. Tell pupils to work in pairs.
2. One pupil does an action and the other has to guess the command.

**Closing** (2 minutes)

1. **Say:** Class. Listen and look at me.
2. **Ask:** What have you learned today?
3. Have pupils raise their hands to answer. (Example answer: To say the new words, do the actions follow commands).
4. **Say:** Well done. Thank you.
5. Pupils say: Thank you (teacher's name).

<b>Lesson Title:</b> Letter work Cc	<b>Theme:</b> Following Instructions; Letter work Cc	
<b>Lesson Number:</b> L-01-027	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to Identify the letter Cc on the alphabet strip, in this week's story and in their names.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Alphabet strip (or write the alphabet on the board).</li> <li>2. <i>Letter Cc</i> story at the end of the lesson plan.</li> <li>3. Sheets of paper with pupil's names.</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the <i>Letter Cc</i> story (at the end of the lesson plan) on the board.</li> <li>2. Prepare the alphabet strip.</li> <li>3. Take out the sheets of paper with pupil names.</li> </ol>
---	--	---	---	---	--

### Opening (3 minutes)

1. **Say:** Good morning / Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
2. **Say:** Today is...? Raise your voice like a question and use a gesture to show that you don't know the answer.
3. **Say:** Today is...? Guide pupils to say the correct day of the week. Pupils repeat 3 times.
4. **Say:** Yes, today is... Write the name of the day on the board.
5. Point to the word. Move your finger along the word as you say it.
6. Show the alphabet strip. **Say:** Look at this. What is this? Pupils say: alphabet.
7. Point to the letter 'Aa'. **Ask:** What is this? Pupils say: 'A'. Point to the letter 'B'. **Ask:** What is this? Pupils say 'B'.
8. Tell pupils that today we are going to look at letter 'Cc'.

### 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 'Cc'.
4. **Say:** This is 'c'.
5. Point to uppercase C. **Say:** 'This is uppercase C!' This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'c'. **Say:** 'This is lowercase c!' This is used at all other times.
7. Say the name of the letter, 'c' and then the sound of the letter /k/.
8. Repeat after me. **Say:** C-/k/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a story.
10. Point to the story.
11. Read the story. Point to each word as you read it.
12. Explain the meaning of the story in the local language, if needed.
13. Read it again.

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

1. **Say:** Can you see the uppercase letter 'C' or lowercase letter 'c' in the story?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'C'. 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 'C' in one word in the story.
6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter. They can also help the person on the board.

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

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'c'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'C' three times. Explain how they should make the shapes to draw uppercase 'C'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'c' three times. Explain how they should make the shapes to draw lowercase 'c'.
7. Have pupils copy you 3 times and say the letter out loud.
8. **Say:** Turn to your partner and say 2 words that begin with the /k/ sound. You can use words from the story or think of your own words. (Example answers: car, cat, cassava)
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 'c' in it.
10. Check if pupils are recognizing the letter correctly and standing.

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

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Cc' on the board.
4. **Say:** This is letter 'Cc'. Repeat after me. C-/c/.
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.




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

Carry corn.

Carry cassava.

Carry a cup.

<b>Lesson Title:</b> Responding to stories	<b>Theme:</b> Following instructions; Letter work Cc	
<b>Lesson Number:</b> L-01-028	<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 answer simple questions about the 'Cc' story with words or drawings.</p>		<p><b>Teaching Aids</b> 1. Story: <i>Cassie Carries Corn</i> (see the end of the lesson plan) 2. Pictures or drawings on the board of corn, cassava, cup, coin 3. A coin</p>		<p><b>Preparation</b> 1. Write the story <i>Cassie Carries Corn</i> (see the end of the lesson plan) on the board. 2. Prepare pictures or drawings of corn, cassava, cup, coin. 3. Bring a coin.</p>
---	---	---	--	---	--

### Opening (3 minutes)

- Say:** Good morning / Good afternoon to the class and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
- Ask:** What is the day today? Pupils say the day of the week.
- Write the name of the day on the board.
- Point to the word and move your finger along it as you say it.
- Ask:** Do you like stories? Does someone tell you stories at home?
- Say:** Today we are going to listen to a story about Cassie, and answer questions about it.

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

- Point to the picture or drawing of corn on the board.
- Ask:** What is this? Pupils say: corn.
- Point to the picture or drawing of cassava on the board.  
**Ask:** What is this? Pupils say: cassava
- Show the coin or point to the picture or drawing on the board.
- Say:** Coin. Pupils repeat 3 times.
- Ask:** Where do we buy cassava and corn? Raise your hands!
- Ask 1-2 pupils to reply. (Answer: at the market)
- Point to your ear. **Say:** I am going to read you a story. Listen carefully.
- Read the story. Point to the words on the board. Read the story slowly and clearly. Read the words one by one.
- Explain in the local language if needed.
- Repeat the story.
- Use actions for these words: go to the market, carry, sell. Point to the pictures or drawings on the board for these words: corn, cassava, cup, coin.
- Read the story again. Guide pupils to act the story with you.

### Guided Practice (10 minutes)

- Divide the class down the middle into 2 groups – left group and right group.
- Tell them to listen to the story again very carefully. After the story, you will ask each group a question.
- Read the story again.
- Ask the left group:** What is her name?

5. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: Cassie)
6. **Ask the right group:** How old is she/Cassie?
7. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: She is 9.)
8. **Ask the left group:** Where is she going?
9. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: To the market.)
10. **Ask the right group:** Is she carrying candy?
11. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: No, she carries corn)
12. **Ask the left group:** What is carrying?
13. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: corn, cassava, cup)
14. **Ask the right group:** Does she sell cats?
15. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: No. she sells corn, cassava and a cup.)
16. **Ask the left group:** How many coins does she get?
17. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: 5.)
18. **Ask the right group:** Is Cassie sad?
19. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: No, she is happy)

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

1. Read the story again. Ask pupils to do the actions as you tell the story.
2. Tell pupils to get into pairs.
3. Tell them to take turns to tell the story to their partner. They can tell as much as they remember and can ask for help from the teacher or their partner. They can also look at the board for help.

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

1. **Ask:** Do you go to the market? What do you buy? Guide pupils to answer.
2. **Say:** Very good, you are learning English.

[STORY: CASSIE CARRIES CORN] Adapted from Class 1 Teacher's Guide: Using the Reading Supports (RAISES Education Project)

This is my friend. Her name is Cassie.

She is 9 years old.

Today Cassie goes the market.

She carries corn.

She carries cassava.




She carries a cup.

She sells corn, cassava and a cup.

She gets 5 coins.

She is happy.

<b>Lesson Title:</b> Cc words	<b>Theme:</b> Following instructions; Letter work Cc	
<b>Lesson Number:</b> L-01-029	<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 pictures of words beginning with 'Cc'.</p>		<p><b>Teaching Aids</b> 1. Picture/drawing on the board for - corn, cassava, cup, cat, comb. 2. <i>Letter Cc</i> story (See end of the lesson plan). 3. An exercise book (for the teacher).</p>		<p><b>Preparation</b> 1. Write the <i>Letter Cc</i> story (at the end of the lesson plan) on the board. 2. Make picture cards for corn, cassava, cup, cat and comb or draw them on the board. 3. Get an exercise book.</p>
---	--	---	---	---	--

### Opening (3 minutes)

- Say:** Good morning or Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning or Good afternoon after you.
- Write letters A, B and C on the board.
- Ask:** What is this? Point to the letters, one by one.
- Have pupils raise their hands and answer. (Answers: A, B, C)
- Say:** Raise your hand if the first letter of your name is C. Pupils whose names begin with the letter 'C' raise their hands.
- If there are some pupils who do not raise their hands even though their name begins with 'C', guide them to raise their hands.
- Tell pupils that today they are going to draw words beginning with 'Cc'.

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

- Point to the story on the board. Read the story. Point to each word as you read.
- Explain the story using the local language as needed.
- Act out the word 'carry' and explain its meaning.
- Say:** Carry. Pupils repeat and act out.
- Read the first line of the story. Circle the word 'carry'.
- Hold up the picture or point to the picture of a corn on the board.
- Say:** Corn. Pupils repeat.
- Read the first line of the story again. Circle the word 'corn'.
- Hold up the picture or point to the picture of 'cassava' on the board.
- Say:** Cassava. Pupils repeat.
- Read the next line of the story. Circle the word 'cassava'.
- Hold up the picture or point to the picture of 'cup' on the board.
- Say:** Cup. Pupils repeat.
- Read the next line of the story. Circle the word 'cup'.
- Read the story again. Hold up or point to the picture when you read the words.

### Guided Practice (10 minutes)

- Hold up or point to the picture of 'corn'.
- Ask:** What is this?
- Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: Corn)



4. **Ask:** What is the first letter in Corn? Raise your hands.
5. Have 1 pupil answer. (Answer: C)
6. Hold up or point to the picture of a cassava.
7. **Ask:** What is this? Pupils say 'cassava'.
8. **Ask:** What is the first letter? Raise your hands.
9. Have 1 pupil answer. (Answer: C)
10. In the same way hold up/point to pictures of 'cup', 'cat' and 'comb', ask pupils what the first letter is and have 1-2 pupils volunteer to respond.
11. **Say:** Very good. All these words begin with the letter 'C'.
12. Write the letter on the board.
13. Say the letter and the sound. Pupils repeat.
14. Read the story again. Ask pupils to clap their hands when they hear a word that begins with the letter C.

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

1. Write uppercase 'C' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'C' in the air with your fingers.
3. Write lowercase 'c' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'c' 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 'C' at the top of the page.
8. Give pupils time to write 'C' 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 'C'. Show the picture or point to the pictures on the board as examples.
11. Guide pupils to draw corn, cassava, cup, cat, comb or any other word with the letter 'C'.

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

1. **Say:** Okay class. Listen. This is letter 'C'. Show me letter 'C'.
2. Guide pupils to write the uppercase 'A' and lowercase 'a' in the air.
3. **Ask:** Which words begin with the letter 'C'. (Answers: corn, cassava, cup, cat, comb)
4. **Say:** Very good. Thank you class. Pupils say: Thank you.




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

Carry corn.

Carry cassava.

Carry a cup.

<b>Lesson Title:</b> Tracking/following text	<b>Theme:</b> Following instructions; Letter work: Cc	
<b>Lesson Number:</b> L-01-30	<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 track the lines of our letter story from beginning to end.</p>	 <p><b>Teaching Aids</b> 1. Story <i>Cassie Carries Corn</i> at the end of the lesson plan 2. A book</p>	 <p><b>Preparation</b> 1. Write the story <i>Cassie Carries Corn</i> (at the end of the lesson plan) on the board. 2. Draw pictures of corn, cassava, cup and coin next to those words. 3. Any book with text in it, if possible.</p>
---	---	--

**Opening (3 minutes)**

1. **Say:** Good morning / Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
2. **Say:** Today is...? Raise your voice like a question and use a gesture to show that you don't know the answer.
3. **Say:** Today is...? Guide pupils to say the correct day of the week. Pupils repeat 3 times.
4. **Say:** Yes, today is... Write the name of the day on the board.
5. Point to the word. Move your finger along the word as you say it.
6. Hold up the reading book. **Ask:** What is this? (Answer: book)
7. Tell pupils that today we are going to look at how to read a story and hold a book.

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

1. Hold up the book.
2. Point to the front. **Say:** This is the front.
3. Point the back. **Say:** This is the back.
4. Open the book. Point to the first page. **Say:** We start reading here.
5. Turn one page. Show pupils.
6. **Say:** We read like this.
7. Turn another page to show pupils how to read a book page by page.
8. Tell pupils that books are very good. They have stories in them. It is fun to read. We like books.
9. Tell pupils we need to look after our books.
10. **Say:** Let's read a story. Point to the story on the board.
11. Read the story. Do the actions and point to the pictures as you read.
12. **Say:** Look class. We read from left to right. Read line 1. Show pupils how you read from left to right tracking with your finger.
13. Read the next line. Show pupils how you read from left to right. Continue the story tracking with your finger.

**Guided Practice (10 minutes)**

1. Have a pupil volunteer to come to the board.
2. Ask the pupil to track the first line of the story as you read.

3. Have another pupil volunteer to come to the board.
4. Ask the pupil to track the second line of the story as you read.
5. Have another pupil volunteer to come to the board.
6. Ask the pupil to track the third line of the story as you read.
7. Continue having different pupils until you have read all the lines.

**Independent Practice** (10 minutes)

1. **Say:** Hold up 1 finger Follow the story with your finger as I read.
2. Read the story.
3. Pupils follow the story with their finger.
4. Point to the words of the story. Don't read the words. Pupils follow with their finger.

**Closing** (2 minutes)

1. **Ask:** What was the story today?
2. Have pupils raise their hands. Ask 1-2 pupils to answer. (Example answers: the story was about Cassie; Cassie sells corn and cassava)
3. **Say:** Well done class. We are reading in English!

[*STORY: CASSIE CARRIES CORN*] Adapted from: From: Class 1 Teacher's Guide: Using the Reading Supports (RAISES Education Project)

This is my friend. Her name is Cassie.

She is 9 years old.

Today Cassie goes the market.

She carries corn.

She carries cassava.




She carries a cup.

She sells corn, cassava and a cup.

She gets 5 coins.

She is happy.

<b>Lesson Title:</b> Chants	<b>Theme:</b> Simple commands; Letter Work: Dd	
<b>Lesson Number:</b> L-01-031	<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 clap along with the rhythm in songs, poems and other oral activities.</p>		<p><b>Teaching Aids</b> Poem <i>I Stand, You Stand</i> (see the end of the lesson plan).</p>		<p><b>Preparation</b> Write the words of the poem <i>I Stand, You Stand</i> (see end of this lesson plan) on the board.</p>
---	--	---	--	---	---

### Opening (5 minutes)

- Say:** Good morning / Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
- Say:** Today is...? Guide pupils to say the correct day of the week. Pupils repeat 3 times.
- Say:** Yes, today is... Write the name of the day on the board.
- Point to the word. Move your finger along the word as you say it.
- Ask:** Can you remember the days of the week? What is the first day of the week?
- Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: Monday)
- Say:** Well done. Mon-day. Clap to a beat or rhythm. One clap for the first syllable/sound (Mon) and one clap for the second syllable (day).
- Repeat for Tuesday – Sunday.
- Tell pupils that today we are going to clap along to a poem.

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

- Point to yourself. **Say:** I.
- Repeat 2 times.
- Point to pupils. **Say:** You.
- Repeat 2 times.
- Do an action for 'we'. **Say:** We.
- Repeat 2 times.
- Do the action and say the word. **Say:** I.
- Pupils repeat.
- Do the same for 'you' and 'we'.
- Point to the poem on the board.
- Read each line. Point to each word as you read it. Do the actions for 'I', 'you', 'we'.
- Say:** Read the poem after me and do the actions for 'I', 'you', 'we'.

### Guided Practice (8 minutes)

- Point to the poem on the board. Read each line. Clap to a beat or rhythm.
- Say:** Repeat after me.
- Point to each word.
- Pupils repeat and clap.
- Repeat again faster.

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

1. Do an action for 'we'. **Ask:** What is this?
2. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: we)
3. Do an action for listen. **Ask:** What is this?
4. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: listen)
5. Do both actions, we and listen. **Ask:** What is this?
6. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: We listen)
7. Repeat for 'I open my book', 'you close your book', 'you raise your hand' and 'we sing'.
8. Ask pupils to work in pairs.
9. The first pupil does an action and the second pupil says the word or sentence. Then the second pupil does an action and the first pupil says the word or sentence.

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

1. **Say:** Very good class. **Say:** Let's say the poem and clap together.
2. Pupils clap and say the poem together.
3. Repeat faster and faster.
4. **Say:** Well done class!

[*POEM: I STAND, YOU STAND*] by Karen Waterston

I stand up.

You stand up.

We stand up.

I sit down.

You sit down.




We sit down.

I write.

You write.

We write.

<b>Lesson Title:</b> Letter work: Dd	<b>Theme:</b> Simple commands; Letter work: Dd	
<b>Lesson Number:</b> L-01-32	<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 'Dd' on the alphabet strip, in this week's story and in their names.</p>		<p><b>Teaching Aids</b> 1. Alphabet strip/alphabet on the board. 2. Letter 'Dd' story at the end of the lesson plan. 3. Sheets of paper with pupil's names.</p>		<p><b>Preparation</b> 1. Write the Letter 'Dd' story (at the end of the lesson plan) on the board or on a paper chart. 2. Prepare an alphabet strip or write the alphabet on the board. 3. Take out the sheets of paper with pupil names.</p>
---	---	---	---	---	---

### Opening (3 minutes)

- Say:** Good morning / Good afternoon to the class and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
- Write the letter A on the board.  
**Ask:** What is this? Pupils say: A.
- Say:** Very good. It is the letter A. Say the name and sound of the letter.
- Ask:** Who has letter A in their name?
- Pupils raise their hands if they have letter A in their name.
- Repeat step 4-6 for letters B and C.
- Tell pupils that today they are going to look at letter 'Dd'.

### 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 'Dd'.
- Say:** This is 'd'.
- Point to uppercase 'D'. **Say:** This is uppercase letter 'D'! This is used when we spell names of places or people, or at the beginning of a sentence.
- Point to lowercase 'd'. **Say:** This is the lowercase letter 'd'! This is used at all other times.
- Say the name of the letter, 'd' and then the sound of the letter /d/.
- Say:** Repeat after me. D. /d/. (Say the name of the letter and the sound.)
- Do an action for 'listen'. **Say:** Let's listen to a story.
- Point to the story.
- Read the story. Point to each word as you read it.
- Explain the meaning of the story in the local language, if needed.
- Read it again.

### Guided Practice (10 minutes)

- Say:** Can you see the uppercase letter 'D' or lowercase letter 'd' in the story?
- Use the local language if needed.
- Say:** Raise your hand if you can see the letter 'D'. 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 'D' in one word in the story.
6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter. They can also help the person on the board.

**Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'd'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'D' three times. Explain how they should make the shapes to draw uppercase 'D'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'd' three times. Explain how they should make the shapes to draw lowercase 'd'.
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 /d/ sound. You can use words from the story or think of your own words. (Example answers: daddy, drum)
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 'd' in it.
10. Check if pupils are recognizing the letter correctly and standing.




**Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Dd' on the board.
4. **Say:** This is letter 'Dd'. Repeat after me. D-/d/.
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.

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

Daddy drive!  
Daddy drive the taxi.  
Drive, daddy, drive.

<b>Lesson Title:</b> Objects in the schoolyard	<b>Theme:</b> Simple commands	
<b>Lesson Number:</b> L-01-033	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to name objects found in the school yard.</p>		<p><b>Teaching Aids</b> Schoolyard objects or pictures of: tree, school, stones, bench, ball.</p>		<p><b>Preparation</b> 1. Collect or draw schoolyard objects, tree, school, stones, bench, and ball. 2. Draw a picture of a school yard on the board.</p>
---	---	---	---	---	--

### Opening (3 minutes)

- Say:** Good morning / Good afternoon to the class 2 times and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
- Say:** Today is...? Raise your voice like a question and use a gesture to show that you don't know the answer.
- Say:** Today is...? Guide pupils to say the correct day of the week. Pupils repeat 3 times.
- Say:** Yes, today is... Write the name of the day on the board.
- Point to the word. Move your finger along the word as you say it.
- Ask:** What games do you play at break time?
- Have pupils raise their hands. Ask 1-2 pupils to answer.
- Ask:** Where do you play them? Where is it?
- Have pupils raise their hands. Ask 1-2 pupils to point to where the schoolyard is.
- Say:** Today we are going to learn some new words about the schoolyard.

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

- Show the picture or point to the drawing of schoolyard.
- Say:** Schoolyard. Schoolyard. Repeat after me. Schoolyard.
- Pupils listen and repeat 3 times.
- Show the picture or point to the drawing of tree. Make sure everyone can see.
- Say:** Tree. Tree. Repeat after me. Tree.
- Pupils listen and repeat the word 3 times.
- Do the same for each object: school, stones, bench and ball.

### Guided Practice (10 minutes)

- Point to picture cards or the drawings on the board, one by one.
- Ask pupils say the words.
- Repeat faster.
- Ask pupils to close their eyes.
- Rub out one picture.
- Point to all the words and say each one. Pupils say the words.
- Ask:** Which picture is missing?
- Have pupils raise their hands. Ask 1-2 pupils to answer.
- Draw the missing picture again and repeat until all pictures have been rubbed out and guessed by the pupils.






**Independent Practice** (10 minutes)

1. Write 'schoolyard' on the board.
2. Tell pupils to write 'schoolyard' on the top of a blank page in their exercise books. They can copy from the board.
3. Tell pupils to draw objects from the schoolyard: tree, school, stones, bench and ball.
4. Have pupils raise their hands and volunteer to share their drawings. Ask 3-4 pupils to share.
5. **Say:** Very good everyone. You draw very well.

**Closing** (2 minutes)

1. **Say:** Can you remember all the words you have learned today?
2. **Say:** In the schoolyard, there is a ...
3. Have pupils raise their hands. Ask 3-4 pupils to answer. (Answers: tree, school, stones, bench, ball)
4. **Say:** Very good. Thank you, class.

<b>Lesson Title:</b> Dd words	<b>Theme:</b> Simple commands; Letter work: 'Dd'	
<b>Lesson Number:</b> L-01-034	<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 pictures of words beginning with 'Dd'.</p>	 <p><b>Teaching Aids</b> 1. Letter 'Dd' story at the end of the lesson plan. 2. Pictures of words/drawings of daddy, taxi, dog, duck, dish 3. An exercise book and pencil (for the teacher).</p>	 <p><b>Preparation</b> 1. Write the Letter 'Dd' story (at the end of the lesson plan) on the board. 2. Make picture cards for daddy, dog, duck, dish, taxi, or draw them on the board. 3. Get an exercise book and pencil.</p>
--	---	--

### Opening (3 minutes)

1. **Say:** Good morning / Good afternoon to the class and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
2. **Ask:** What is the day today? Pupils answer.
3. Write the day on the board and sound it out as you write it.
4. Point to the letter 'a' in the day you wrote on the board. **Ask:** What letter is this? Pupils answer.
5. **Ask:** Is this a uppercase A or a lowercase a?
6. Have pupils raise their hands to answer. (Answer: lowercase a)
7. Point to the letter 'd' in the day you wrote. **Ask:** What letter is this? Pupils answer.
8. **Ask:** Is this a uppercase D or a lowercase 'd'?
9. Have pupils raise their hands to answer. (Answer: lowercase d)
10. Explain that we use a uppercase letter for our names and at the beginning of a sentence, and the lowercase letter everywhere else.
11. **Say:** Raise your hand if the first letter of your name is D. Pupils whose names begin with the letter 'D' raise their hands.
12. Tell pupils that today they are going to draw words beginning with 'Dd'.

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

1. Point to the story on the board. Read the story. Point to each word as you read.
2. Explain the story using the local language as needed.
3. Hold up the picture or point to the picture of 'daddy' on the board. **Say:** Daddy. Pupils repeat.
4. Act out the word 'drive'. **Say:** Drive. Pupils repeat and act out 'drive'.
5. Read the first line of the story. Circle the words 'Daddy' and 'drive'.
6. Hold up the picture or point to the picture of 'taxi' on the board. **Say:** Taxi. Pupils repeat.
7. Read the next two lines of the story. Circle the words 'Daddy' and 'drive'.
8. Read the story again. Hold up or point to the picture when you read the words.

### Guided Practice (10 minutes)

1. Hold up or point to the picture of 'Daddy'. **Ask:** Who is this?
2. Have pupils raise their hands. Ask 1-2 pupils to answer. (Answer: 'Daddy')
3. **Ask:** What is the first letter? Raise your hands.
4. Have 1 pupil answer. (Answer: D)

5. Act out the word 'drive'. **Ask:** What is this? Raise your hands.
6. Ask 1-2 pupils to answer. (Answer: 'drive')
7. **Ask:** What is the first letter? Raise your hands.
8. Have 1 pupil answer. (Answer: D)
9. Hold up or point to the picture of a dog. **Ask:** What is this?
10. Some pupils might know the word. If not, **say:** Dog.
11. **Ask:** What is the first letter? Raise your hands.
12. Have 1 pupil answer. (Answer: D)
13. In the same way hold up/point to pictures of 'duck' and 'dish', ask pupils what the first letter is and have 1-2 pupils volunteer to respond.
14. Hold up or point to the picture of a taxi. **Ask:** What is this?
15. Some pupils might know the word. If not, **say:** Taxi
16. **Ask:** Is the first letter of the word 'taxi' the letter 'D'? Raise your hands.
17. Have 1 pupil answer. (Answer: No)
18. Read the story again. Ask pupils to clap their hands when they hear a word that begins with 'D'.

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

1. Hold up your pencil. Show pupils how to hold their pencil properly.
2. Pupils hold their pencil. Walk about the classroom to check everyone is holding their pencil correctly.
3. Write uppercase 'D' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the uppercase 'D' in the air with your fingers.
5. Write lowercase 'd' on the board, slowly explaining how to write it.
6. Turn your back to the pupils and trace the lowercase 'd' in the air with your fingers.
7. Have pupils model and repeat 2-3 times.
8. Hold up your exercise book. Open the exercise book. Point to the top of a page.
9. **Say:** Write letter 'D' at the top of the page.
10. Give pupils time to write 'D' on the top of the page.
11. Ask them to hold up their exercise books for you to check.
12. **Say:** Draw 3 things that begin with the letter 'D'. Show the picture or point to the pictures on the board as examples.




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

1. **Say:** Okay class. Listen. This is letter 'D'. Show me letter 'D'.
2. Guide pupils to write the uppercase 'D' and lowercase 'd' in the air.
3. **Ask:** Which words begin with the letter 'D'? Pupils say: Daddy, drive, dog, duck and dish.

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

Daddy drive!  
 Daddy drive the taxi.  
 Drive, daddy, drive.

<b>Lesson Title:</b> Drawing	<b>Theme:</b> Simple commands; Letter Word: -Dd	
<b>Lesson Number:</b> L-01-035	<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 draw and copy different patterns.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
--	--	--

### 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 word on the board.
3. Point to the word. Move your finger along the word as you say it.
4. **Say:** Let's review words beginning with the letter 'd'.
5. Point to objects in the classroom which begin with the letter 'd'. For example: desk, door, dress.
6. Pupils say the words as you point to them. If they don't know the word, ask them to listen and repeat the word. Pupils repeat the word 3 times.
7. Draw a picture of a circle on the board.
8. **Ask:** What is this? Tell the pupils that it is a circle if they do not know the word.
9. Pupils repeat the word 'circle' 3 times.
10. Draw 3 circles on the board next to each other. (Example: OOO)
11. Explain that this makes a pattern. Explain the word 'pattern' in the local language.
12. Tell pupils today they will learn how to draw and copy patterns like the pattern on the board.

### Introduction to New Material (8 minutes)

1. Draw a picture of a door on the board.
2. **Ask:** What is this? Pupils say: It is a door.
3. Write the letter 'd' on the board.
4. **Ask:** What is this? Pupils say: 'd'.
5. Write the word 'door' on the board.
6. **Say:** This is a word. What word is it? Pupils say: door.
7. Draw a circle on the picture of the door on the board.
8. **Say:** This is a circle. Pupils repeat 3 times.
9. Face the board and draw a circle in the air 3 times. Ask students to copy your action. Make sure all the pupils are drawing circles in the air.
10. Ask pupils to watch carefully as you draw a circle on the board (not on the picture of a door).
11. Draw lots of circles in a line starting at the top of the circle each time. Make sure pupils can see you drawing.
12. Now draw a line of circles on the picture of the door.
13. **Say:** Now we have a pattern of circles on the door.

### Guided Practice (10 minutes)

1. Hold up a pencil. Ask pupils to pick up their pencils.
2. **Say:** Watch me.

3. Turn around with your face to the board and your back to the pupils. Raise your arm high in the air.
4. Draw a circle high in the air with your pencil. Repeat this 5 or 6 times.
5. **Say:** Now you draw a circle in the air with me.
6. As you draw, **say:** Start at the top and draw the left of the circle first then join at the top.
7. Repeat this 5 or 6 times.
8. Turn around and **say:** Do it again.
9. Watch and make sure pupils are drawing circles in the air.
10. Turn around again with your face to the board and your back to the students.
11. Draw a line of circles in the air with your pencil. Repeat this 5 or 6 times.
12. **Say:** Now you draw a line of circles in the air with me.
13. Repeat this 5 or 6 times.
14. Turn around. Watch the pupils and make sure pupils are drawing a line of circles in the air.
15. Draw a circle on the board.
16. Have 5 or 6 pupils volunteer to come to the board and draw a circle.
17. Draw a line of circles on the board (next to each other). Have 5 or 6 pupils volunteer to draw a line of circles on the board.




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

1. **Say:** Open your exercise book, pick up your pencil and draw a circle.
2. **Say:** Now draw another circle next to it. Give pupils some time to do this.
3. **Say:** Now draw another circle next to it. Give pupils some time to do this.
4. **Say:** Now draw another circle next to it. Give pupils some time to do this.
5. Ask pupils to show their line of circles to the pupil sitting next to them. (Example: OOOO)
6. **Say:** Now, draw a door. Give pupils some time to do this.
7. **Say:** Now draw a line of circles on the door. Give pupils some time to do this.
8. **Say:** Now draw another line of circles on the door. Give pupils some time to do this.
9. Point to the word 'door' on the board. **Ask:** What is this? Pupils say: It is a door.
10. Ask pupils to copy the word 'door'.
11. When they finish, ask pupils to decorate the word by drawing a pattern of circles around the word 'door'. Give pupils some time to do this.
12. When they finish, ask pupils to show their picture to the pupil sitting next to him/her.
13. If pupils finish quickly draw another pattern on the board always starting at the top. (Example: CCCCCCCC) and ask them to copy it in their exercise books.

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

1. **Say:** Show me your pictures. Pupils hold up their pictures.
2. Have some boys and some girls volunteer to hold up their pictures for the class to see.
3. **Say:** Well done. Now you can draw and copy patterns.

<b>Lesson Title:</b> Names	<b>Theme:</b> Names: People, Places, Objects and Body Parts; Letter Review: Aa-Dd	
<b>Lesson Number:</b> L-01-036	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson pupils will be able to match names to people, places and objects.</p>	 <p><b>Teaching Aids</b> 1. Classroom objects - pencil, ruler, bag, table, chair (or their drawings). 2. Word cards with words – pencil, ruler, book, bag, chair, table (or you can write them on the board).</p>	 <p><b>Preparation</b> 1. Write the dialogue at the end of the lesson plan on the board. 2. Collect or draw classroom objects. 3. Make word cards or write the words on the board. 4. Write these names on the board - Jeneba, Aminata, Abdul, Tamba, Musa. 5. Write the names of these places on the board - school, Bo.</p>
--	--	---

### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day.
3. Write the word on the board. Point to the word. Move your finger along the word as you say it.
4. **Ask:** Where is our school? Can you say the name of your town?
5. Have pupils raise their hands. Ask 1-2 pupils to answer.
6. Hold up a pencil. **Ask:** What is this called?
7. Have pupils raise their hands. Ask 1-2 pupils to answer.
8. Repeat for the other classroom objects.
9. Tell pupils that today they are going to match names to people, places and objects.

### Introduction to the New Material (12 minutes)

1. **Say:** We are going to read the words for things in the classroom (pencil, ruler, bag, table, chair).
2. Point to the word pencil. **Ask:** Do you know this word?
3. Guide pupils to say the word 'pencil'. If pupils need help to do this, say the first letter or sound of the word.
4. Do this with the other words - ruler, bag, table, chair.
5. **Say:** We are going to read the words for some names (Jeneba, Aminata, Abdul, Tamba, Musa).
6. Point to the word 'Jeneba'. **Ask:** What does this say?
7. Guide pupils to say the word 'Jeneba'. If pupils need help to do this, say the first letter or sound of the word.
8. Do this with the other words - Aminata, Abdul, Tamba, Musa
9. **Say:** We are going to read the words for places (school, Bo).
10. Point to the word 'school'. **Ask:** What does this say?
11. Guide pupils to say the word 'school'. If pupils need help to do this, say the first letter or sound of the word.
12. **Say:** Listen carefully. Some boys and girls are talking to each other.

13. Read the dialogue slowly. Point to the words for the classroom objects, names and places as you read. Read the dialogue 3 times.

**Guided Practice** (8 minutes)

1. Tell the pupils that you are going to ask them some questions.
2. **Say:** Raise your hands to answer the question.
3. **Ask:** Where is the school? (Answer: It is in Bo.) Who has a pencil? (Answer: Jeneba) Who has a ruler? (Answer: Aminata) Who takes the ruler? (Answer: Tamba) Who takes the pencil? (Answer: Abdul) Where does Abdul put the pencil? (Answer: in his bag) Where does Tamba put the ruler? (Answer: under the table) Who helps Jeneba and Aminata? (Answer: Musa) Where do the pupils sit down? (Answer: on their chairs)
4. Have 5 pupils volunteer to come to the board and practice the dialogue.
5. Say the words and let the pupils repeat after you.

**Independent Practice** (10 minutes)

1. Have 5 pupils volunteer to come to the board and circle the words for names. (Answers: Jeneba, Aminata, Abdul, Tamba, Musa)
2. Have 5 pupils volunteer to come to the board and circle the words for the classroom objects. (Answers: pencil, ruler, bag, table, chair)
3. Have 2 pupils volunteer to come to the board and circle the word for places. (Answers: school, Bo)
4. **Say:** Now, I want you to open your exercise book. Draw a pencil, a school and Musa.
5. When they finish, ask pupils to write the correct word for each drawing under the picture they have drawn. Point to the words on the board for pupils to copy if they need help.

**Closing** (2 minutes)

1. **Ask:** What did you draw? (Answer: a pencil, a school, Musa)
2. **Say:** Very good. Thank you, class.

[DIALOGUE] by Deborah Avery

All: We go to school in Bo.

Jeneba: I am Jeneba. I have a pencil.

Aminata: I am Aminata. I have a ruler.

Abdul: I will take Jeneba's pencil. I will put it in my bag.

Tamba: I will take Aminata's ruler. I will hide it under the table




Jeneba and Aminata: We are so sad. Abdul and Tamba took our things!

Musa: Give the pencil back! Give the ruler back!

Abdul and Tamba: Sorry, Jeneba. Sorry, Aminata. Here is your pencil. Here is your ruler.

Musa: Let us sit on our chairs. Now we are friends again.

<b>Lesson Title:</b> Letter Review	<b>Theme:</b> Names: People, Places, Objects and Body Parts; Letter Review: Aa-Dd	
<b>Lesson Number:</b> L-01-037	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to match words with their first letter sounds (Aa-Dd).</p>		<p><b>Teaching Aids</b></p> <p>Pictures or drawings on the board: apple, book, cup, desk.</p>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write these letters on the board (Aa, Bb, Cc, Dd).</li> <li>2. Draw pictures on the board of the following objects: apple, book, cup, desk.</li> <li>3. Write the words under the pictures.</li> </ol>
---	---	---	---	---	--

### Opening (3 minutes)

1. **Say:** Good morning / Good afternoon to the class and look at everyone in the classroom as you say it. Guide pupils to say Good morning / Good afternoon after you.
2. **Ask:** How are you, today?
3. Guide pupils say together: I am fine, thank you.
4. **Ask:** What is the day today? Pupils answer.
5. Write the name of the day on the board. Sound out the word as you write it.
6. Point to the letter 'a' in the day you wrote on the board.
7. **Ask:** What letter is this? Pupils answer.
8. **Say:** Let's review the words for classroom objects from yesterday's lesson.
9. Point to the objects (or their drawings) in the classroom (pencil, ruler, bag, table, chair).
10. Say the words as you point to each object. Write the words on the board. Ask pupils to read and say the words with you.
11. Tell pupils that today they are going to match words with their first letter sounds (Aa to Dd).

### Introduction to the New Material (12 minutes)

1. Point to the alphabet letters 'Aa', 'Bb', 'Cc' and 'Dd' on the board.
2. **Say:** Let's review the letters.
3. Point to the letters. Say the sound of the letters.
4. Pupils repeat the sounds.
5. **Say:** Can you write the uppercase letters – A, B, C, D - in the air?
6. Pupils write the uppercase letter in the air.
7. **Say:** Can you write the lowercase letters – a, b, c, d - in the air?
8. Pupils write the letters in the air.
9. Point to the pictures on the board (apple, book, cup and desk).
10. Say the words. Pupils listen and repeat each word 3 times.
11. **Ask:** Where is the picture of an apple?
12. Have pupils raise their hands. Ask 1-2 pupils to answer.
13. **Ask:** Where is the word 'apple'? Pupils point to the word.
14. Have pupils raise their hands. Ask 1-2 pupils to answer.
15. **Say:** That's right. Apple, apple, apple.



16. Pupils listen and repeat.
17. Repeat for the other pictures on the board - book, cup and desk.

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

1. Draw a table with 4 columns on the board. At the top of the first column write 'a'. At the top of the second column write 'b', at the top of the third column write 'c' and at the top of the fourth column write 'd'.
2. Point to the first column on the board. Have pupils raise their hands for each question. Ask 1-2 pupils to answer.
3. **Ask:** What is the sound of this letter? (Answer: 'a' as in 'apple').
4. **Ask:** Which object starts with letter 'a'? (Answer: apple).
5. Draw a picture of the apple in the first column.
6. Write the word 'apple'. Say the word as you draw and write.
7. Point to the second column on the board.
8. **Ask:** What is the sound of this letter? (Answer: 'b' as in book).
9. **Ask:** Which object starts with letter 'b'? (Answer: book).
10. Draw a picture of a book in the second column.
11. Write the word 'book'. Say the word as you draw and write.
12. Repeat for the third and fourth columns for the words 'cup' and 'desk'.




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

1. **Say:** Open your exercise books. Draw the pictures and write the words in your exercise books. You can copy the words and pictures in the table from the board.
2. When they finish, write these words on the board - axe, ball, clap, door (Pupils know them from the lessons before). Say the words as you write them.
3. **Say:** Write these words in the correct column in your exercise books. Draw a picture if you can.
4. When they finish, ask pupils to all together help you write the words in the correct column on the board.
5. **Ask:** Where do I write the word 'axe'? Pupils say: Column 1.
6. **Ask:** Why? Pupils say: It's 'a' for axe.
7. **Ask:** Where do I write the word 'ball'? Pupils say: column 2.
8. **Ask:** Why? Pupils say: It's 'b' for ball.
9. Repeat for the words 'clap' and 'door'.

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

1. **Say:** Class. Be quiet and look at me. Raise your hands to answer these questions.
2. **Ask:** Which words have the sound 'a'? (Answer: apple and axe)  
**Ask:** Which words have the sound 'b'? (Answer: book and ball)  
**Ask:** Which words have the sound 'c'? (Answer: cup and clap)  
**Ask:** Which words have the sound 'd'? (Answer: desk and door)
3. **Say:** Very good. Now you can match words with their first letter sounds.

<b>Lesson Title:</b> Family	<b>Theme:</b> Names: People, Places, Objects and Body Parts; Letter Review: Aa-Dd	
<b>Lesson Number:</b> L-01-038	<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 answer simple questions about themselves and their family.</p>		<p><b>Teaching Aids</b> Pictures/drawings on the board: mother, father, brother, sister, grandmother, grandfather.</p>		<p><b>Preparation</b> 1. Draw pictures of an apple, book, cup and desk on the board. 2. Write the words under or next to the pictures.</p>
---	---	---	--	---	--

### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day.
3. Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
4. **Say:** Let's review.
5. Point to the pictures and words on the board (apple, book, cup and desk).
6. **Say:** Listen and repeat.
7. Pupils listen and repeat each word 3 times.
8. **Ask:** Do you have any brothers or sisters? Raise your hands!
9. Have 1 boy and 1 girl answer.
10. Tell pupils that today they are going to answer questions about themselves and their family.

### Introduction to the New Material (15 minutes)

1. **Say:** We are going to talk about our names.
2. Have 1 girl and 1 boy volunteer to come to the front of the class.
3. **Ask:** What is your name? The girl says: I am (name).
4. **Say:** Thank you. Your name is (pupil's name).
5. Repeat for the boy.
6. **Say:** I asked you a question. 'What is your name?' Can you ask your friend the question?
7. **Guide the girl to ask the boy:** What is your name? The boy says: I am (name).
8. **Guide the boy to ask the girl:** What is your name? The girl says: I am (name).
9. **Say:** Very good. Sit down.
10. Repeat this dialogue with another boy and girl.
11. **Say:** Now we are going to ask questions about family.
12. **Ask:** Who are the people in a family?
13. Have pupils raise their hands and say the words for family members they know. (Example answers: mother, father, brother, sister, grandmother, grandfather, uncle aunt)
14. Explain the words in the local language.
15. Point to the words on the board. Move your finger along the words as you say them. Pupils listen and repeat 3 times.
16. **Say:** grandfather, grandmother. Pupils repeat 3 times.
17. **Say:** father, mother. Pupils repeat 3 times.

18. **Say:** uncle, aunt. Pupils repeat 3 times.
19. **Say:** brother, sister. Pupils repeat 3 times.

#### **Guided Practice** (5 minutes)

1. Draw a picture of a family on the board. Draw 6 adults (grandfather, grandmother, father, mother, uncle, aunt) and 2 children (brother, sister). Draw stick people.
2. **Say:** This is my family. Write the names of your family members under the pictures.
3. Point to the picture of your mother and to her name. **Say:** My mother's name is (name).
4. Repeat this for father, brother, sister, grandfather, grandmother.
5. **Ask:** Who is my mother? Guide all pupils to point to the picture of the mother and respond: Your mother is (name).
6. **Ask:** Who is my father? Guide all pupils to point to the picture of the father and respond: Your father is (name).
7. Repeat for brother, sister, grandfather, grandmother.




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

1. **Say:** Open your exercise books. Draw a picture of your family.
2. When they finish, ask pupils to volunteer to come to the front of the class with their exercise books. Ask questions about their picture and the names of their family members.
3. **Ask:** Who is this? Guide pupils to respond. (Example answer: My mother)
4. **Ask:** What is your mother's name? Guide pupils to respond (Example answer: My mother's name is Aminata.)
5. Repeat for different family members.

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

1. Say the first sound/syllable for a word of a family member and have pupils complete it together.  
**Say:** Mo... Guide pupils to say: mother.  
**Say:** Fa... Guide pupils to say father.  
**Say:** Br... Guide pupils to say: brother.  
**Say:** Si... Guide pupils to say: sister.  
**Say:** Grand...Guide pupils to say: grandmother/grandfather.
2. **Say:** Well done. Thank you, class.

<b>Lesson Title:</b> It's me!	<b>Theme:</b> Names: People, Places, Objects and Body Parts; Letter Review: Aa-Dd	
<b>Lesson Number:</b> L-01-039	<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 recite and read '<i>It's me</i>' with the class.</p>	 <p><b>Teaching Aids</b> 1. Poem <i>It's Me</i> (at the end of the lesson plan). 2. Song <i>Head and Shoulders</i> from Lesson 14.</p>	 <p><b>Preparation</b> 1. Write the poem <i>It's me</i> on the board. 2. Write the words - eyes, ears, mouth, face, arms and legs - on the side of the board. 3. Have the song <i>Head and Shoulders</i> from Lesson 14 ready for review.</p>
---	---	---

### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day.
3. Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
4. Tell pupils that today they are going to talk about themselves.
5. **Ask:** What is your name?
6. Have pupils raise their hands and respond.
7. **Say:** Let's review. Sing the song *Head and shoulders* from Lesson 19 together.

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

1. **Say:** We are going to talk about ourselves. When we talk about ourselves we say 'me'. Point to yourself.
2. **Ask:** What do you call yourself? Me!
3. Pupils say 'me' and point to themselves.
4. Point to your head. **Ask:** What is this? Head.
5. Pupils say 'head' and point to it
6. Point to your face. Make a circle movement with your hand in front of your face.
7. **Say:** This is your face. Face, face, face. Pupils repeat the word 'face' three times.
8. Point to the word 'face' on the board.
9. **Say:** face, face. Face. Pupils read and repeat the word.
10. Repeat with eyes, ears, mouth, arms and legs.
11. Translate into local language to explain.

### Guided Practice (10 minutes)

8. **Say:** We are going to say a poem about ourselves.
9. Translate into local language to explain.
10. Point to your eyes. Use two fingers. **Say:** Two eyes.
11. The pupils point to their eyes and repeat: Two eyes.
12. Point to your ears. Use two fingers. **Say:** Two ears.
13. The pupils point to their ears and respond: Two ears.

14. Point to your mouth. Use one finger. **Say:** One mouth.
15. The pupils point to their mouth and respond: One mouth
16. Point to your face. Circle your hand in front of your face. **Say:** One face.
17. The pupils point to their face and respond: One face.
18. Wave both your arms. **Say:** Two arms.
19. The pupils wave their arms and respond: Two arms.
20. Kick your legs forward one at a time. **Say:** Two legs.
21. The pupils kick their legs and respond: Two legs.
22. Point to yourself. Use one thumb to point to your chest. **Say:** Myself.
23. Pupils point to their chests and respond: Myself.
24. Stand up straight. **Say:** In place.
25. Pupils stand up straight and respond: In place.
26. Repeat the poem with the actions. The pupils copy you.

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

1. Read the poem on the board. Point to each word.
2. **Say:** Read the poem with me. Point to each word and do the actions.
3. Repeat three times.
4. **Say:** Can you read the poem and do the actions?
5. The pupils recite the poem with you and do the actions. Repeat three times.
6. **Say:** Now say the poem on your own. I will do the actions for the body parts. You say the words.
7. The pupils recite the poem without you. Keep them together by doing the actions for eyes, ears, mouth, face, arms, legs, yourself. Help as needed.

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

1. **Say:** You said the poem well. Say it to your family at home. Well done!

[*POEM: IT'S ME*] From Class 1 Teacher's Guide: Using the Reading Supports (RAISES Education Project)

It's me!

Two eyes.

Two ears,

One mouth,

One face.




Two arms,

Two legs,

Myself,

In place.

<b>Lesson Title:</b> It's Me! And Body Parts	<b>Theme:</b> Names: People, Places, Objects and Body Parts; Letter Review: Aa-Dd	
<b>Lesson Number:</b> L-01-040	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to point to different body parts.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>Poem <i>It's Me</i> (at the end of the lesson plan).</li> <li>Pictures of body parts or drawings on the board.</li> <li>Stick figure drawing of a body</li> <li>Masking tape (if you have it).</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Write the poem <i>It's Me</i> on the board.</li> <li>Make pictures cards of body parts or draw on board: eyes, ears, mouth, face, arms, and legs.</li> <li>Draw a picture of a body on the board.</li> </ol>
---	--	---	--	---	---

### Opening (3 minutes)

- Greet the class and guide pupils to respond.
- Say:** Today is...? Guide pupils to say the correct day.
- Write the day of the week on the board. Point to the word. Move your finger along the word as you say it.
- Say:** Let's review. Recite the poem '*It's me*'.

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

- Say:** We are going to match the words with body parts.
- Show the picture of an eye or point to the picture an eye on the board.
- Say:** Eye.
- Pupils repeat. Explain that we say one 'eye' but two 'eyes'.
- Show the picture of an ear or point to the picture an ear on the board.
- Say:** Ear.
- Pupils repeat. Explain that we say one 'ear' but two 'ears'.
- Repeat or mouth, face, arms and legs.
- Say:** Let's say our poem.
- Each time you say a body part, show or point to the picture.  
For example: 'Two eyes' show picture of an eye or point to the picture of an eye on the board.
- Pupils say the words and point to the body parts.

### Guided Practice (10 minutes)

- Say:** Let's play a game. I will show or point to a picture. You will point to the body part.
- Point to the picture of an arm. Pupils must point to their arm.
- Repeat with all the other pictures.
- Say:** I will say the name of a body part. You must point to the right body part as quickly as you can. Use your own body.
- Say:** Eyes. The pupils must point to their eyes.
- Repeat with the other body parts: ears, mouth, face, arms and legs.
- Say each word getting quicker and quicker and see if the pupils can keep up.

8. **Say:** Ears, arms, legs, eyes, face, mouth, eyes, arms, ears, legs etc. Pupils respond by pointing to the correct parts of their bodies.

**Independent Practice** (10 minutes)

1. **Say:** Let's label the body. Raise your hands to answer and point to the body part on your body.
2. **Ask:** Who can show me the word 'eyes'?
3. **Ask:** Who can show me where the eyes are on the body?
4. Repeat for other body parts ears, mouth, arms and legs.
5. Open your exercise books. Copy the picture. Write the words.
6. Help the pupils who need help.

**Closing** (2 minutes)

1. **Say:** Class, listen. Let us say our poem again.
2. The pupils say the poem and do the actions. They point to the body parts.
3. **Ask:** What did we learn today?
4. Have pupils raise their hands and answer. (Answer: words for eyes, ears. mouth, face, arms, legs)
5. **Say:** Very good. Thank you, class.




[*POEM: IT'S ME*] From Class 1 Teacher's Guide: Using the Reading Supports (RAISES Education Project)

It's me!

Two eyes.  
Two ears,  
One mouth,  
One face.

Two arms,  
Two legs,  
Myself,  
In place.

<b>Lesson Title:</b> Singing	<b>Theme:</b> Songs and Poems. Number words; Letter Work: Ee	
<b>Lesson Number:</b> L-01-041	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to sing and recite alphabet strip poems.</p>		<p><b>Teaching Aids</b></p> <p>1. Alphabet strip (if you have one) or write the alphabet on the board. 2. Alphabet strip poems (at the end of the lesson plan).</p>		<p><b>Preparation</b></p> <p>1. Write the alphabet strip poems on the board. 2. Put alphabet strip or write the letters of the alphabet at the top of the board.</p>
---	---	---	---	---	--

### Opening (2 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day.
3. Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
4. **Say:** Let's review. Point to the letters of the alphabet from 'Aa' to 'Dd'.
5. **Say:** Today we will practice the poems we have learnt.

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

1. Point to the alphabet on the board. **Say:** Look at this.
2. **Ask:** What is this?
3. Guide pupils to respond together. (Answer: It is the alphabet.)
4. Point to the first letter 'Aa'.
5. **Ask:** What letter is this? 'Aa'. Say the letter and then say the sound of the letter.
6. **Say:** Repeat after me. **Say:** A-a. (Say the letter and the sound.)
7. Repeat with letters and sounds 'Bb', 'Cc' and 'Dd'.
8. **Ask:** Can you remember the poems? Do an action for 'remember'.
9. Ask pupils to raise their hands if they remember any words to lines from the poems. Have 2-3 pupils share.

### Guided Practice (15 minutes)

1. **Say:** Here are the poems we learnt.
2. Point to the '*Alphabet strip poems*' on the board.
3. Read the poem for 'Aa'. Point to each word.
4. **Say:** Read with me. The pupils read with you.
5. Ask pupils to raise their hands and answer the following questions about the poem.
6. **Ask:** What does Abu have? (Answer: An axe)  
**Ask:** What does Ali have? (Answer: An axe)  
**Ask:** What is auntie's name? (Answer: Ana)  
**Ask:** What letter do axe, Abu and Ana start with? (Answer: A)
7. Read the poem for 'Bb'. Point to each word.
8. **Say:** Read with me. The pupils read with you.
9. Ask pupils to raise their hands and answer the following questions about the poem.
10. **Ask:** What is baby's name? (Answer: Baba)



**Ask:** What does baby love? (Answers: ball, bananas)

**Ask:** Where does Baby Baba go? (Answer: to bed)

11. Read the poem for 'Cc'. Point to each word.
12. **Say:** Read with me. The pupils read with you.
13. Ask pupils to raise their hands and answer the following question about the poem.
14. **Ask:** What things can you carry? (Answers: corn, cassava, cup)
15. Read the poem for 'Dd'. Point to each word.
16. **Say:** Read with me. The pupils read with you.
17. Ask pupils to raise their hands and answer the following question about the poem.
18. **Ask:** What does daddy do? (Answer: drive a taxi)

### **Independent Practice** (6 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Say the poems with your partner.
3. Help the pupils who need it.

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

1. **Say:** Class, listen. Let's say the poems again.
2. The pupils say the poems and do the actions.
3. **Ask:** What did we learn today?
4. Ask 2-3 pupils to raise their hands to answer. (Example answers: Songs/poems for A, B, C and D)

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

Aa

Abu has an axe.

Ali has an axe.

Auntie Ana has an axe

Bb

Baby Baba loves her ball.

Baby Baba loves bananas.

Baby Baba goes to bed.

Cc

Carry corn;

Carry cassava;

Carry a cup.




Dd

Daddy drive!

Daddy drive the taxi.

Drive, daddy, drive.

<b>Lesson Title:</b> Letter Work: Ee	<b>Theme:</b> Songs and Chants. Number words. Letter Work: Ee	
<b>Lesson Number:</b> L-01-042	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to identify the letter 'Ee' on the alphabet strip, in this week's story and in their names.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Alphabet strip (if you have one).</li> <li>2. Alphabet strip chant for 'Ee' (at the end of the lesson plan).</li> <li>3. Sheets of paper with pupil's names.</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the alphabet strip chant for 'Ee' on the board.</li> <li>2. Write letters of the alphabet Aa – Ee on the board.</li> <li>3. Take out the sheets of paper with pupil names.</li> </ol>
---	--	---	---	---	---

### 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. Point to the word. Move your finger along the word as you say it.
3. Point to the letters. **Say:** Say the letter and the sound it makes.
4. Pupils respond: 'Aa', 'Bb', 'Cc', 'Dd', saying the name of the letter and then the sound it makes.
5. **Say:** Today we will look at the letter 'Ee'.
6. Say the letter then the sound it makes /e/. Pupils repeat three times.

### 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 'Ee'.
4. **Say:** This is 'e'.
5. Point to uppercase 'E'. **Say:** 'This is uppercase 'E'!' This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'e'. **Say:** 'This is lowercase 'e'!' This is used at all other times.
7. Say the name of the letter, 'e' and then the sound of the letter /e/.
8. Repeat after me. **Say:** E-/e/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a story.
10. Point to the story.
11. Read the story. Point to each word as you read it.
12. Explain the meaning of the story in the local language, if needed.
13. Read it again.

### Guided Practice (10 minutes)

1. **Say:** Can you see the uppercase letter 'E' or lowercase letter 'e' in the story?
2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'E'. 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 'E' in one word in the story.

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

**Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'e'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'E' three times. Explain how they should make the shapes to draw uppercase 'E'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'e' three times. Explain how they should make the shapes to draw lowercase 'e'.
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 /e/ sound. You can use words from the story or think of your own words. (Example answers: egg, enter)
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 'e' in it.
10. Check if pupils are recognizing the letter correctly and standing.




**Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Ee' on the board.
4. **Say:** This is letter 'Ee'. Repeat after me. E-/e/.
5. Pupils say the name and the sound.
6. Tell pupils to bring their exercise books and 10 small stones tomorrow.
7. Collect the sheets of paper with pupil's names and store them safely to use for future lessons.

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

Enter and exit  
every room.  
Exit and enter  
every room.

<b>Lesson Title:</b> Number Words: 0-20	<b>Theme:</b> Songs and Poems; Number words; Letter Work: Ee	
<b>Lesson Number:</b> L-01-043	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to count and use number words (0-10) to count objects and pupils.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Objects for counting (stones, bottle tops, etc.).</li> <li>2. Number cards with words for the numbers on from 1 – 10 (or write the numbers on the board).</li> <li>3. Poem <i>One, Two, I Love Fufu</i> (See end of the lesson).</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the words for the poem <i>One, two, I love Fufu</i> on the board.</li> <li>2. Write numbers and names of the numbers 1-10 on the board Example: 1, one, 2 two).</li> <li>3. Collect objects for counting.</li> </ol>
---	--	---	---	---	--

### 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. Point to the word. Move your finger along the word as you say it.
4. **Say:** Let's review. Do you remember the song *One, two I love fufu*? Let's sing.
5. Sing it in any familiar tune.
6. **Say:** Today we will count objects up to 10.

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

1. Point to the numbers 1-10 on the board. **Say:** Let's count.
2. Point to each number. Say the numbers clearly and loudly.
3. Pupils clap as they count with you.
4. Repeat step 2 three times.
5. **Say:** Let's play a game.
6. Ask 10 pupils to volunteer to come to the front.
7. **Say:** When I point to a number, make groups of that number.
8. Demonstrate: Hold up the number two. **Say:** Groups of two.
9. Help the pupils to get into pairs.
10. **Say:** Try by yourselves.
11. Point to the number five. The pupils get into groups of five.
12. The class says: Groups of five.
13. Point to the number ten. See if the pupils can work out that there are ten of them so they need one group. Help the pupils if they need it.
14. The class says: 'A group of ten.'

### Guided Practice (10 minutes)

1. **Ask:** Did you remember to bring 10 stones to the lesson? Pupils respond.
2. **Say:** Please take out your stones.
3. Give stones to pupils who forgot to bring. If you fall short, send a few pupils outside to collect stones.
4. Have pupils get into pairs. Pupils should have 10 stones each. Each group will have 20 stones.

5. **Say:** Take turns to pick up the stones.
6. **Say:** First pupil, pick up one stone.
7. Hold up the number word 'one.' The first pupil picks up one counter and says 'one.'
8. **Say:** Next pupil pick up two stones.
9. Hold up the number word for two. The second pupil picks up two counters and says 'two.'
10. Repeat with all the numbers up to ten. The pairs take turns to pick up stones.
11. **Say:** Let's read the number names again.
12. Point to the numbers one-by-one. For each of the numbers, ask pupils to together:
  - a) Read the number.
  - b) Say the number.
  - c) Clap the correct number of times.

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

1. Point to the number words on the board from 'one' to 'ten'.
2. **Say:** Open your exercise books. Write the numbers one to twenty in your books, one under the other.
3. **Say:** Draw the right number of dots next to each number.
4. Demonstrate with one number. (Example: five ·····)
5. Help the pupils who need it.




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

1. **Say:** Class, listen. Let's say the poem again.
2. The pupils say the poem and do the actions.
3. **Ask:** What did we learn today?
4. Have 1-2 pupils raise their hands and answer.
5. **Say:** Very good. Thank you, class.

[*POEM: ONE, TWO, I LOVE FUFU*] From 1, 2, 3, Read and Write with me! Stories and poems (RAISES Education Project)

One, two -  
 I love Fufu.  
 Three, four –  
 I want more.  
 Five, six -  
 Saucy mix;  
 Seven, eight –  
 On my plate.  
 Nine, ten –  
 Eat again!

<b>Lesson Title:</b> Labelling objects with numbers	<b>Theme:</b> Songs and Chants; Number words; Letter Work: Ee	
<b>Lesson Number:</b> L-01-044	<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 objects in the classroom with number words (1-10).</p>	 <p><b>Teaching Aids</b> 1. Classroom objects grouped together for pupils to label with numbers to 10. 2. Cards with numbers one, two, three, four, five, six, seven, eight, nine, ten, written on them, or write the words on the board. 3. Tape to stick numbers to the objects (if you have it).</p>	 <p><b>Preparation</b> 1. Write the numbers and words for 1-10 on the board or on cards. 2. Identify classroom objects grouped together for pupils to label with numbers to 10. Examples: One door, two cups, three pencils, four rulers, five books, six windows, seven bottle tops, eight leaves, ten stones.</p>
---	--	--

### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day.
3. Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
4. **Say:** Let's review. Let's count up to 10.
5. Point to the words on the board. Say the words as you point. Pupils say the words with you.
6. **Say:** Today we are going to count groups of objects in the classroom.

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

1. Show the pupils the cards with the names of the numbers from one to ten or point to them on the board.
2. **Say:** Let's read. Point to 'one'.  
**Say:** What does this say? Show me one finger. The pupils say the word. They hold up one finger.
3. Repeat for the numbers up to ten.
4. **Say:** Now I am going to ask you some questions. The answers are around you. Raise your hands to answer.  
**Ask:** Can you see the door? How many doors are there? (Answer: One)  
**Ask:** Which number name card can we put on the door? (Answer: One)  
**Ask:** Can you see the cups?  
**Ask:** How many cups are there? (Answer: Two)  
**Ask:** Can someone match the word card 'two' to the cups.
5. Repeat with the other objects (three pencils, four rulers, five books etc.) to ten.

### Guided Practice (10 minutes)

1. **Say:** Point to the word 'one'.  
**Say:** 'One door.' The pupils point and say the words.
2. **Say:** Point to the word 'two'. 'Two cups.' The pupils point and say the words.

3. Repeat with three pencils, four rulers, five books etc.
4. Draw a picture of a door on the board.
5. **Ask:** How many doors? What number word do I write? (Answer: One)
6. Draw a picture of two cups on the board. **Ask:** How many cups? (Answer: Two)
7. Repeat for three pencils, four rulers, five books etc.




**Independent Practice** (10 minutes)

1. Ask pupils to open their exercise books.
2. **Say:** Draw one door. Write the correct number and name.
3. **Say:** Copy the other pictures into your books. Write the numbers and names next to the picture.
4. Walk around and help the pupils who need help.

**Closing** (2 minutes)

1. **Say:** Class, listen. Let us count the objects and say the numbers together. Guide pupils.
2. **Say:** Very good. Thank you, class.

<b>Lesson Title:</b> Ee Words	<b>Theme:</b> Songs and Chants; Number words; Letter Work: Ee	
<b>Lesson Number:</b> L-01-045	<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 and label words beginning with 'Ee'.</p>	 <p><b>Teaching Aids</b> 1. Pictures on cards of objects beginning with 'Ee' (egg, elephant, elbow) or draw these on the board. 2. Pieces of paper with the words egg, elephant, elbow. 3. An exercise book (for the teacher).</p>	 <p><b>Preparation</b> 1. Write the letter 'Ee' on the board. 2. Draw pictures of egg, elephant, elbow, on the board. 3. Write the words egg, elephant and elbow on pieces of paper. 4. Draw pictures of egg, elephant, and elbow on cards.</p>
--	---	--

### 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. Point to the word. Move your finger along the word as you say it.
3. **Say:** Let's review. Say the Chant *Alphabet strip chant Ee* from lesson 47.
4. The pupils repeat the chant after you. They do the actions.
5. **Ask:** What sound is at the beginning of 'enter'? Raise your hands.
6. Have 1 pupil answer (Answer: e)
7. In the same way ask pupils the beginning sound of 'egg' and 'exit'.
8. **Say:** Today we will look at other words that start with 'Ee'.
9. Explain the words in the local language as needed.

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

1. Show the picture of an egg. **Ask:** What is this? Some children may know. If not, say 'egg'.
2. **Say:** Egg – egg – egg. The pupils repeat the word with you.
3. Show the picture of an elephant. **Ask:** What is this? Some children may know. If not, say 'elephant'.
4. **Say:** Elephant – elephant - elephant. The pupils repeat the word with you.
5. Show the picture of an elbow. **Ask:** What is this? Some children may know. If not, say 'elbow'.  
**Say:** Elbow – elbow - elbow. The pupils repeat the word with you.
6. Show the pupils a picture of an egg. Write the word 'egg' next to the picture.
7. **Say:** This word says 'egg'. Say it with me 'egg'. The pupils repeat the word three times.
8. Write the word 'elephant' on the board and read it out.
9. **Ask:** Which picture goes with this word? One pupil matches the picture and the word.
10. In the same way write the word 'elbow' on the board, say it out and ask pupils to match the word to the picture.



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

1. **Say:** Let's play a game. Ask 3 girls and 3 boys to volunteer to come to the front.
2. Give 3 pupils the pictures of egg, elephant and elbow. Give three pupils the words egg, elephant and elbow written on a piece of paper.
3. The pupils stand in front of the class. The pupils with pictures stand on the right. The pupils with words stand on the left.
4. They hold their pictures and words so the class cannot see them.
5. Point to the first pupil. **Say:** Show us your picture. The pupil turns the picture around so the class can see the (picture of an egg/elbow/elephant).
6. Tell the class to guess which pupil has the right word to match the picture.
7. The class chooses one pupil on the left. The pupil turns the word around.
8. **Ask:** Is this the right word for the picture? Pupils respond: Yes or No.
9. If the word and picture match, the pupils with the matching word and picture stand together. If the word and picture do not match, the class must choose another pupil.
10. **Ask:** Is this the right word for the picture?
11. Repeat until all 3 words and pictures are matched.
12. Play the game again with 6 more pupils.




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

1. Write uppercase 'E' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'E' in the air with your fingers.
3. Write lowercase 'e' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'e' 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 'E' at the top of the page.
8. Give pupils time to write 'E' 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 'E'. Show the picture or point to the pictures on the board as examples.
11. Guide pupils to draw egg, elephant, elbow or any other word beginning with the letter 'E'.

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

1. **Say:** Class, listen. Let's say the words again.
2. **Ask:** What new words did we learn today? (Answer: egg, elephant, elbow)
3. Guide pupils to write the uppercase 'E' and lowercase 'e' in the air.
4. **Say:** Very good. Thank you, class. Pupils say: Thank you.

<b>Lesson Title:</b> Personal pronouns: Introduction	<b>Theme:</b> Words and phonemic awareness; Letter Work: Ff	
<b>Lesson Number:</b> L-01-046	<b>Class/Level:</b> 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson pupils will be able to use simple personal pronouns to talk about persons and objects.</p>		<p><b>Teaching Aids</b></p> <p>None</p>		<p><b>Preparation</b></p> <p>1. Draw a simple picture of your face on one side of the board. 2. Put an exercise book and some pencils on a table.</p>
---	--	---	---	---	---

### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day.
3. Write the name of the day on the board.
4. Point to the face on the board and point to yourself. **Say:** This is me. I am (teacher's name).
5. Write the word 'I' on the board. Explain that you use the word 'I' when you are talking about yourself.
6. Have 2-4 pupils volunteer to say who they are. (Example answers: I am Olive, I am Mohamed)
7. Tell the pupils that today they will talk about people and objects.

### Introduction to the New Material (7 minutes)

1. Walk to a girl in the class. **Ask:** Who is this? This is (girl's name). She is a girl.
2. Explain that we use the word 'she' when we are talking about a girl or a woman.
3. Write the word 'she' on the board. Pupils say the word 3 times.
4. Point to a boy in the class. **Ask:** Who is that? That is (boy's name). He is a boy.
5. Explain that we use the word 'he' when we are talking about a boy or a man.
6. Write the word 'he' on the board. Pupils say the word 3 times.
7. Hold up a book. **Ask:** What is this? It is an exercise book.
8. Explain that we use the word 'it' when we are talking about an object (and never about a person).
9. Write the word 'it' on the board. Pupils say the word 3 times.
10. Hold up some pencils. **Ask:** What are these? They are pencils.
11. Explain that we use the word 'they' when we are talking about more than one object. Explain that we can also use 'they' when you are talking about more than one person.
12. Write the word 'they' on the board. Pupils say the word 3 times.
13. Point to yourself and everyone in the room **Ask:** Who are we? We are Class 1.
14. Explain that we use the word 'we' when we are talking about yourself and other people.
15. Write the word 'we' on the board. Pupils say the word 3 times.
16. Explain in the local language as needed.

### Guided Practice (10 minutes)

1. Walk to the same girl in the class. **Ask:** Who is this?
2. Help a pupil to give the answer: This is (girl's name). She is a girl.
3. **Say:** Listen and repeat. Say the answer again and ask pupils to repeat 3 times.

4. Draw a stick figure girl and write 'she' under it.
5. Point to the same boy in the class. **Ask:** Who is that?
6. Help a pupil to give the answer: That is (Mohamed). He is a boy. Say the answer again and ask pupils to repeat 3 times.
7. Draw a stick figure boy and write 'he' under it.
8. Hold up an exercise book. **Ask:** What is this?
9. Help a pupil to give the answer: It is an exercise book. Say the answer again and ask pupils to repeat 3 times.
10. Draw a book and write 'it' under it.
11. Hold up some pencils. **Ask:** What are these?
12. Help a pupil to give the answer: They are pencils. Say the answer again and ask pupils to repeat 3 times.
13. Point to a boy and a girl in the class **Ask:** Who are those?
14. Help a pupil to give the answer: They are pupils. Say the answer again and ask pupils to repeat 3 times.
15. Draw a book and write 'they' under it.
16. Point to yourself and some pupils in the room. **Ask:** Who are we?
17. Help a pupil to give the answer: We are Class 1. Say the answer again and ask pupils to repeat 3 times.
18. Draw a few stick figures and write 'we' under it.
19. Point to your ear. **Say:** I can't hear you!
20. Ask pupils to say 'We are Class 1' again loudly.

**Independent Practice** (13 minutes)

1. Tell pupils to copy the drawings and words under them in their exercise books.
2. Walk around pointing to their drawings and asking them questions like – What is this? Who is this? Who are these? Who are we?




**Closing** (2 minutes)

5. **Say:** Class. Be quiet and look at me.
6. Point to these words on the board: I, she, he, it, they, we.
7. **Ask:** Who are we? Pupils answer together: We are Class 1!
8. **Say:** Very good. Thank you, class.

[DIALOGUE] by Kim Ashmore

Who is this? This is (Olive). She is a girl.	[Walk towards a girl pupil]
Who is that? That is (Mohamed). He is a boy.	[Point to a boy pupil]
What is this? It is a book.	[Hold up a book]
What are these? They are pencils.	[Hold up some pencils]
Who are those? They are pupils.	[Point to a boy and a girl]
Who are we? We are Class 1!	[Point to yourself and the class]

<b>Lesson Title:</b> Letter work: Ff	<b>Theme:</b> Words and phonemic awareness; Letter Work: Ff	
<b>Lesson Number:</b> L-01-047	<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 'Ff' on the alphabet strip, in this week's story and in their names.</p>	 <p><b>Teaching Aids</b> 1. Poem <i>Fatu Fries Fish</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. Write the poem <i>Fatu Fries Fish</i> in the middle of the board. 2. Draw a picture of a fish above the poem. 3. Put the alphabet strip or write the alphabet on the board. 4. Take out the sheets of paper with pupil names.</p>
--	---	--

### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board.
3. Point to the word. Move your finger along the word as you say it.
4. Point to the picture of a fish on the board. **Ask:** What is this?
5. If pupils say 'fish', **say:** Very good. Fish. Fish. Repeat after me. Fish. Pupils listen and repeat 3 times. If pupils don't know the word, tell them.
6. Ask pupils some questions about fish: Where are fish from? What are the parts of a fish? Do you like to eat fish? How can we cook fish?
7. Tell the pupils that today they will listen to a poem about fish and learn about the letter 'Ff'.

### 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 'Ff'.
4. **Say:** This is 'f'.
5. Point to uppercase 'F'. **Say:** 'This is uppercase 'F'!' This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'f'. **Say:** 'This is lowercase 'f'!' This is used at all other times.
7. Say the name of the letter, 'f' and then the sound of the letter /f/.
8. Repeat after me. **Say:** F-/f/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a story.
10. Point to the story.
11. Read the story. Point to each word as you read it.
12. Explain the meaning of the story in the local language, if needed.
13. Read it again.

### Guided Practice (10 minutes)

10. **Say:** Can you see the uppercase letter 'F' or lowercase letter 'f' in the story?

11. Use the local language if needed.
12. **Say:** Raise your hand if you can see the letter 'F'. Pupils raise their hands.
13. Have 6-8 volunteers to come to the board.
14. Give them a piece of chalk and ask them to circle the letter 'F' in one word in the story.
15. 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 'f'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'F' three times. Explain how they should make the shapes to draw uppercase 'F'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'f' three times. Explain how they should make the shapes to draw lowercase 'f'.
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 /f/ sound. You can use words from the story or think of your own words. (Example answers: fun, Fatu, fish)
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 'f' in it.
10. Check if pupils are recognizing the letter correctly and standing.




**Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Ff' on the board.
4. **Say:** This is letter 'Ff'. Repeat after me. F-/f/.
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.

[*POEM: FATU FRIES FISH*] by Kim Ashmore

Fatu fries fish.  
 Five sweet fish!  
 Five fat fish.  
 Fill my dish!  
 Fill my dish!

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Words and phonemic awareness; Letter Work: Ff	
<b>Lesson Number:</b> L-01-048	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to illustrate a story using pictures showing the beginning, the middle and the end.</p>		<p><b>Teaching Aids</b> Story: <i>This is Fatu</i> (at the end of the lesson plan).</p>		<p><b>Preparation</b> 1. Before the start of the class write the story <i>Fatu fries fish</i> on the board. 2. Draw a simple picture of a girl's face next to the story.</p>
---	---	---	---	---	--

### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day.
3. Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
4. Remind pupils that they learned a poem in the previous lesson.
5. Ask if they can remember what the poem was about.
6. Have 1-2 pupils volunteer to reply (Answer: Fatu frying five fat fish.)
7. Tell the pupils that today they will listen to a story about Fatu.

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

1. Point to the picture of the girl on the board. **Ask:** Who is this? (Answer: Fatu)
2. **Say:** This is Fatu. She loves fish.
3. As you say the words, point to them on the board.
4. Ask pupils if they know what the lines mean. If they don't, draw pictures (fish). Ask pupils to say what the lines mean to check understanding. Explain in local language if needed.
5. **Say:** She looks at the table. She sees five fat fish.
6. As you say the words, point to them on the board. Ask pupils if they know what the lines mean. If they don't, act out the words (look at, fat), write the number (5) or point to objects (table). Ask pupils to say what the lines mean.
7. **Say:** She fries the fish. She fills her dish. These fish are sweet. She's happy.
8. As you say the words, point to them on the board. Ask pupils if they know what the lines mean. If they don't, act out the words (fries, fills, happy) or draw objects (dish). Ask pupils to say what the lines mean.
9. **Say:** Mother looks at the table. No fish!
10. As you say the words, point to them on the board. Ask pupils if they know what the lines mean. Ask them to say what the lines mean.
11. **Say:** Fatu is sad.
12. As you say the words, point to them on the board. Ask pupils if they know what the line means. If they don't, act out the word 'sad'.
13. **Ask:** How do you think the mother feels? Why is Fatu sad at the end of the story?
14. **Have** 2-3 pupils raise their hands to answer. (Example answers: Her mother told her not to eat the fish).

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

1. **Say:** This is Fatu. She loves fish.
2. Explain that this is the beginning of the story. The beginning of a story tells us who is in the story.
3. Ask pupils to imagine that they have to draw a picture which shows the beginning of this story. What would they draw? (Example: A girl, perhaps thinking of fish.)
4. **Say:** She looks at the table. She sees five fat fish. She fries the fish. She fills her dish. These fish are sweet. She's happy. Mother looks at the table. No fish!
5. Explain that this is the middle of the story. The middle of a story tells you what happens, and gives you more information.
6. Ask pupils to imagine that they have to draw a picture which shows something from the middle of this story. What would they draw? (Examples: five fat fish on a table, a girl frying fish, a happy girl eating fish, an empty table, a shocked mother.)
7. **Say:** Fatu is sad. Explain that this is the end of the story.
8. Ask pupils to imagine that they have to draw a picture which shows the end of the story. What would they draw? (Example: a sad girl)

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

1. Make sure pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. Tell pupils to draw a picture from the beginning, middle or end of the story. They can choose.
3. If possible, walk around the room and check that pupils are drawing pictures about the story. Confident pupils can draw more than one picture.
4. As they draw ask questions: What is this? Who is that? Is she happy or sad? Praise pupils: That's a good picture. I like this picture.

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

1. **Say:** Class. Be quiet and look at me.
2. Ask pupils to:
  - a) Hold up and show their drawings if they drew the beginning.
  - b) Hold up and show their drawings if they drew the middle.
  - c) Hold up and show their drawings if they drew the end.

[*STORY*] by Kim Ashmore




This is Fatu. She loves fish.

She looks at the table. She sees five fat fish. She fries the fish. She fills her dish. These fish are sweet.

She is happy. Mother looks at the table. No fish!

Fatu is sad.

<b>Lesson Title:</b> Ff words	<b>Theme:</b> Words and phonemic awareness; Letter Work: Ff	
<b>Lesson Number:</b> L-01-049	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to draw words beginning with Ff.</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 F - fish, five, fat, fry, father, face, fruit, foot.</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 'Ff' (fish, five, fat, fry, father, face, fruit, foot) on the board.</li> <li>2. Get an exercise book.</li> </ol>
---	---	---	--	---	--

### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
3. Ask pupils if they can remember the letter in this week's lessons.
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 'F' on the left hand side of the board, and lowercase 'f' on the right hand side of the board.
6. Say the letter and the sound it makes. Pupils repeat 3 times.
7. Tell the pupils that today they will learn about words beginning with the letter 'Ff'.

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

1. Point to the capital 'F' on the board.
2. Explain that capital 'F' is used at the beginning of the names of people or places or in the beginning of sentences.
3. Write the name 'Fatu' next to capital 'F'. Say 'Fatu' and point to the letter 'F'.
4. **Ask:** Can you say more names with this letter? Raise your hands!
5. Choose some pupils to give answers and write one suggestion on the board (Example answers: Fatmata, Freetown).
6. Say the name and point to the letter 'F'.
7. Point to the lowercase 'f' on the board. Write these words next to the letter: fish, five, fat.
8. Say the words and point to the letter 'f'. Explain in the local language if needed.
9. **Ask:** Can you say more words with this letter? Raise your hands!
10. Choose some pupils to give answers and write two suggestions on the board (Example answers: fry, father, face, fruit, foot).
11. Say the words and point to the letter 'f'.
12. Point to the word 'fish' and point to the picture of the fish.
13. **Say:** Fish. Pupils repeat.
14. Repeat this process for all the words - five, fat, face, fruit, foot.



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

1. Point to the lowercase 'f' in any word on the board.
2. **Say:** Listen and repeat. Fish.
3. Pupils repeat the word once quietly, and once loudly.
4. Have a pupil volunteer to match the word to the correct picture on the board.
5. Repeat this process for all of the words - fish, five, fat, face, fruit, foot.




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

1. Write capital 'F' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the capital 'F' in the air with your fingers.
3. Write lowercase 'f' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'f' 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 'F' at the top of the page.
8. Give pupils time to write 'F' 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 'F'.
11. Show the pictures or point to the pictures on the board as examples.
12. If possible, walk around the room and check that pupils are drawing pictures. Ask pupils what they are drawing, praise pupils.
13. Tell pupils to show their pictures to the pupils around them. They can ask each other: What is this? What is that?

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

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

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Words and phonemic awareness; Letter Work: Ff	
<b>Lesson Number:</b> L-01-050	<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 order events of a story and answer simple questions.</p>		<p><b>Teaching Aids</b> Story: <i>This is Fatu</i> (at the end of the lesson plan).</p>		<p><b>Preparation</b> Draw these objects on the board: a girl's face (Fatu), five fat fish, a dish.</p>
---	---	---	---	---	---

### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day.
3. Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
4. **Say:** Let's review. Ask pupils if they can remember any names or words beginning with the letter 'Ff'. Have 3-4 pupils volunteer to answer (Example answers: Fatu, fish, five, fat, fry, father, face, fruit, foot)
5. Tell the pupils that today they will listen again to the story about Fatu.

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

1. **Say:** Get ready to raise your hands and answer some questions about the story.
2. Point to the picture of the girl's face on the board. **Ask:** Who is this? (Answer: Fatu)
3. **Say:** This is Fatu. Fatu loves something. What does she love?
4. If pupils don't understand, explain in the local language. (Answer: fish)
5. **Say:** She loves fish.
6. Point to a table in the classroom. **Say:** She looks at the table.
7. What does she see? Point to the picture of the fish on the board. (Answer: five fat fish)
8. Guide pupils to give the answer more questions: How many fish? Are they fat or thin?
9. **Say:** She looks at the table. She sees five fat fish. She fries her fish. Mime frying the fish, and ask children to mime too.
10. Point to the picture of a dish on the board. **Ask:** What is this? Raise your hands! (Answer: dish)
11. **Say:** She fries her fish. She fills her dish.
12. **Ask:** How do the fish taste? If pupils don't understand, ask again. (Answer: sweet)
13. **Say:** These fish are sweet.
14. Point to the picture of the girl's face on the board. Mime a happy face.
15. **Ask:** How does Fatu feel? If pupils don't understand, ask again. (Answer: happy)
16. **Say:** She is happy.
17. Point to a table in the classroom. **Say:** Mother looks at the table. Oh no! What is the problem? (Answer: No fish)
18. **Say:** Mother looks at the table. No fish!
19. Point to the picture of the girl's face on the board. Mime a sad face.
20. **Ask:** How does Fatu feel? If pupils don't understand, ask again. (Answer: sad)
21. **Say:** Fatu is sad.

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

1. Tell pupils that you are going to tell the story again. Tell pupils that you will start with the beginning of the story. Guide them to join in with the words and actions.
2. Point to the girl's face. **Say:** This is Fatu. She loves fish.
3. Tell pupils that you will now tell the middle of the story. Guide them to join in with the words and actions.
4. Point to a table. **Say:** She looks at the table. Point to the fish on the board. **Say:** She sees five fat fish. Mime frying the fish. **Say:** She fries the fish. Point to the dish on the board. **Say:** She fills her dish. These fish are sweet. Mime a happy face. **Say:** She is happy. Point to a table. **Say:** Mother looks at the table. No fish!
5. Tell pupils that you will now tell the end of the story. Guide them to join in with the words and actions.
6. Mime a sad face. **Say:** Fatu is sad.

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

1. Tell pupils get in pairs.
2. Tell pupils that you will say some lines from the story. They must listen and decide in their pairs if the lines are from the beginning, middle or end.
3. **Say:** She sees five fat fish. She fries the fish.
4. Ask pupils to raise their hands to give the answer. When most groups have raised their hands, choose one pair to answer. (Answer: middle)
5. Repeat with more lines from the story.

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

1. **Say:** Class. Be quiet and look at me. Ask pupils which things make them happy.
2. **Say:** Very good. Thank you, class.

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

This is Fatu. She loves fish.

She looks at the table. She sees five fat fish. She fries the fish. She fills her dish. These fish are sweet. She's happy. Mother looks at the table. No fish!




Fatu is sad.

[*Beginning of the story*] This is Fatu. She loves fish.

[*Middle of the story*] She looks at the table. She sees five fat fish. She fries the fish. She fills her dish. These fish are sweet. She's happy. Mother looks at the table. No fish!

[*End of the story*] Fatu is sad.

<b>Lesson Title:</b> Responding to instructions	<b>Theme:</b> Listening and retelling; Letter Work: Gg	
<b>Lesson Number:</b> L-01-051	<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 respond to simple statements and instructions.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
---	--	--

### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day.
3. Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
4. **Say:** Class. Say 'hello'. Pupils say 'hello'.
5. **Say:** Very good, class. Now say 'hello' quietly. Pupils say 'hello' quietly.
6. **Say:** Now say 'Hello' loudly. Guide pupils to say 'hello' loudly.
7. Tell the pupils that today they will learn about instructions.

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

1. Open your eyes wide with your fingers.
2. **Say:** Class, open your eyes. Guide pupils to open their eyes wide.
3. **Say:** Listen and repeat. Open your eyes. Open your eyes. Pupils say instructions 2 times.
4. Close your eyes. **Say:** Class, close your eyes. Guide pupils to close their eyes.
5. **Say:** Listen and repeat. Close your eyes. Close your eyes. Pupils say the instruction 2 times.
6. **Say:** Class, look at the board. Guide pupils to look at the board.
7. **Say:** Listen and repeat. Look at the board. Look at the board. Pupils say the instruction 2 times.
8. **Say:** Class, clap three times. Guide pupils to clap three times.
9. **Say:** Listen and repeat. Clap 3 times. Clap 3 times. Pupils say the instruction 2 times.
10. **Say:** Class, stand up. Guide pupils to stand up.
11. **Say:** Listen and repeat. Stand up. Stand up. Pupils say the instruction 2 times.
12. **Say:** Class, sit down. Guide pupils to sit down.
13. **Say:** Listen and repeat. Sit down. Sit down. Pupils say the instruction 2 times.
14. **Say:** Class, raise your hands. Guide pupils to raise their hands.
15. **Say:** Listen and repeat. Raise your hands. Raise your hands. Pupils say the instruction 2 times.
16. Walk across to a table and pick up a pencil.
17. **Say:** Class, pick up a pencil. Guide pupils to pick up a pencil.
18. **Say:** Listen and repeat. Pick up a pencil. Pick up a pencil. Pupils say the instruction 2 times.

### Guided Practice (10 minutes)

1. Tell pupils that they must listen and carry out your instructions.
2. Give instructions using these verbs: open, close, look at, clap, stand up, sit down, raise your hands, get. Examples:
  - a) open (your eyes, the door, a window, your exercise book)

- b) close (your eyes, the door, a window, your exercise book)
  - c) look at (me, a pupil, the door, the window)
  - d) clap (3 times, 5 times)
  - e) stand up (slowly, quickly)
  - f) sit down (slowly, quickly)
  - g) raise your hands (slowly, quickly)
  - h) get a (piece of chalk, book, stone, leaf, stick, friend)
14. You can also give instructions to the whole class, to the boys or girls, or to pupils in the left or right side of the room. Examples:
- a) Class, clap four times quickly.
  - b) Girls, stand up.
  - c) Boys, open your exercise books.
  - d) Left side, look at me.
  - e) Right side, close your eyes.




**Independent Practice** (10 minutes)

1. Have pupils get into pairs.
2. Tell them that they must take turns to give each other instructions and follow them. First one pupil gives an instruction and the other does it, and then the second pupil gives the instruction and the first one does it.

**Closing** (2 minutes)

1. **Say:** Class. Be quiet and look at me.
2. **Say:** Listen and repeat. We are happy! Pupils say: We are happy!
3. **Say:** Well done. Now **say:** We are happy! Loudly. Pupils say loudly: We are happy!
4. **Say:** Very good. Thank you, class.

<b>Lesson Title:</b> Letter work: Gg	<b>Theme:</b> Listening and retelling; Letter Work: Gg	
<b>Lesson Number:</b> L-01-052	<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 Gg on the alphabet strip, in this week's story and in their names.</p>	 <p><b>Teaching Aids</b> 1. Poem <i>Granny Has a Goat</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 class write the poem <i>Granny Has a Goat</i> on the board. 2. Draw a simple picture of a goat on the board, or bring a picture of a goat into the lesson 3. If possible, bring some grass into the classroom. 4. Take out the sheets of paper with pupil names.</p>
---	---	---

### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board.
3. Point to the word. Move your finger along the word as you say it.
4. Point to the picture of a goat on the board. **Ask:** What is this?
5. If pupils say 'goat', **say:** Very good. Goat. Goat. Repeat after me. Goat. Pupils listen and repeat 3 times. If pupils don't know the word, tell them.
6. Ask pupils if they have goats at home. Ask questions: Which animals do you have at home or in your village? Who looks after the animals? What do they eat?
7. Tell the pupils that today they will learn to say a poem about a goat and the letter 'Gg'.

### 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 'Gg'.
4. **Say:** This is 'g'.
5. Point to uppercase 'G'. **Say:** 'This is uppercase 'G'!' This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'g'. **Say:** 'This is lowercase 'g'!' This is used at all other times.
7. Say the name of the letter, 'g' and then the sound of the letter /g/.
8. Repeat after me. **Say:** G-/g/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a story.
10. Point to the story.
11. Read the story. Point to each word as you read it.
12. Explain the meaning of the story in the local language, if needed.
13. Read it again.

### Guided Practice (10 minutes)

1. **Say:** Can you see the uppercase letter 'G' or lowercase letter 'g' in the story?

2. Use the local language if needed.
3. **Say:** Raise your hand if you can see the letter 'G'. 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 'G' in one word in the story.
6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter. They can also help the person on the board.

**Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'g'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'G' three times. Explain how they should make the shapes to draw uppercase 'G'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'g' three times. Explain how they should make the shapes to draw lowercase 'g'.
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 /g/ sound. You can use words from the story or think of your own words. (Example goat, grass, gas)
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 'g' in it.
10. Check if pupils are recognizing the letter correctly and standing.




**Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Gg' on the board.
4. **Say:** This is letter 'Gg'. Repeat after me. G-/g/.
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.

[*POEM: GRANNY HAS A GOAT*] by Kim Ashmore

Granny has a goat.  
 Granny gets grass.  
 Green, green grass.  
 The goat eats grass.

<b>Lesson Title:</b> Storytelling	<b>Theme:</b> Listening and retelling; Letter Work: Gg	
<b>Lesson Number:</b> L-01-053	<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 letter story with the beginning, middle and end.</p>	 <p><b>Teaching Aids</b> 1. Story: <i>Granny Has a Goat</i> (see end of the lesson plan). 2. Alphabet strip (if you have one) or alphabets written on the board. 3. Stones, grass/picture of grass on the board.</p>	 <p><b>Preparation</b> 1. Get some grass or draw a picture of it on the board. 2. Draw a simple picture of a granny on the left side of the board and a goat next to it.</p>
--	---	---

### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
3. **Say:** Let's review. Class, stand up. Pupils stand up.
4. Tell the pupils that today they will practice telling a story.

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

1. Point to the granny. **Ask:** Who is this?
2. Have pupils raise hands to answer. (Answer: Granny)
3. Point to the goat. **Ask:** What is this?
4. Have pupils raise hands to answer. (Answer: goat)
5. Ask pupils if they can remember the first line of the story.
6. Have pupils raise hands to answer (Answer: Granny has a goat.)
7. If they can, say the line together and clap. If they can't remember, say the line and ask pupils to repeat.
8. Ask a different pupil who is good at drawing to come to the front of the class. Tell the pupil to quickly draw a picture of a granny (under the first picture of a granny). When the pupil has finished, tell him/her to quickly draw a picture of some grass (under the picture of the goat).
9. Point to the granny. **Ask:** Who is this? (Answer: Granny)
10. Point to the grass. **Ask:** What is this? (Answer: Grass)
11. Ask pupils if they can remember the second line of the story. (Answer: Granny gets grass.) If they can, say the line together and clap. If they can't remember, say the line and ask pupils to repeat.
12. Point to the grass. **Ask:** What colour is the grass?
13. Have pupils raise hands to answer. (Answer: green)
14. Ask pupils if they can remember the third line of the story.
15. Have pupils raise hands to answer. (Answer: Green, green grass)
16. If they can, say the line together and clap. If they can't remember, say the line and ask pupils to repeat.
17. Ask pupils if they can remember the third line of the story.
18. Have pupils raise hands to answer. (Answer: The goat eats grass.)



19. If they can, say the line together and clap. If they can't remember, say the line and ask pupils to repeat.

**Guided Practice** (10 minutes)

1. Point to the pictures on the board and say the story. Tell pupils to join in.
2. Tell pupils that you will point to the pictures, and they must say the story together. Listen to your pupils, do not say the story.
3. Repeat if necessary.
4. Put the grass/picture on a table at the front of the room. **Say:** This is grass.
5. Have 2 pupils volunteer to come to the front of the room. Tell one pupil that he/she is Granny; tell the other pupil that he/she is a goat. Tell the two pupils that they will act out the story while the class says the story.
6. Point to the pictures on the board and guide the class to say the story slowly.
7. As they say the story, the two pupils act the story. Examples:
  - a) Granny has a goat (Granny moves to the goat)
  - b) Granny gets grass (Granny moves to the table and picks up the picture of the grass)
  - c) Green, green grass (Granny shows the picture to the class)

**Independent Practice** (10 minutes)

1. Tell pupils get into pairs with someone sitting nearby.
2. Tell pupils to decide who will play the two roles: a Granny and a goat. Give them a minute to decide.
3. Tell pupils to act out the story in their pairs. They can use the pictures on the board to help them.
4. If possible, walk around the room and check that pupils are doing the activity. Help pupils if they can't remember the words.

**Closing** (2 minutes)

1. **Say:** Class. Be quiet and look at me.
2. Ask your pupils if they liked acting out the story.
3. **Say:** Well done. Thank you, class.

[STORY: GRANNY HAS A GOAT]




Granny has a goat.

Granny gets grass.

Green, green grass.

The goat eats grass.

<b>Lesson Title:</b> Gg words	<b>Theme:</b> Listening and retelling; Letter Work: Gg	
<b>Lesson Number:</b> L-01-054	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to draw words beginning with Gg.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Alphabet strip (if you have one) or write the alphabet on the board.</li> <li>2. Pictures of simple pictures of words beginning with 'Gg' - goat, grass, girl, grapes.</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 'Gg' - goat, grass, girl, grapes on the board.</li> <li>2. Get an exercise book.</li> </ol>
---	---	---	---	---	--

### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board. Point to the word. Move your finger along the word as you say it.
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 'G' on the left hand side of the board, and lowercase 'g' on the right hand side of the board.
6. Say the letter and the sound it makes. Pupils repeat 3 times.
7. Tell the pupils that today they will learn about words beginning with the letter 'Gg'.

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

1. Point to the uppercase 'G' on the board. Explain that uppercase 'G' is used at the beginning of the names of people or places.
2. Write the name 'Gabriel' next to uppercase 'G' to give an example. Say the name and point to the letter 'G'.
3. **Say:** Can you say more names with this letter? Raise your hands!
4. Choose some pupils to give answers and write one suggestion on the board (Example answers: George).
5. Say the name and point to the letter 'G'.
6. Point to the lowercase 'g' on the board. Write these words next to the letter: goat, grass, girl, grapes.
7. Say the words and point to the letter 'g'. Explain in the local language if needed.
8. Say the words and point to the letter 'g'.
9. **Say:** Can you say more words with this letter? Raise your hands!
10. Choose some pupils to give answers and write two suggestions on the board (Example answers: granny, game, grapefruit). Say the words and point to the letter 'g'.
11. Point to the word 'goat' and point to the picture of the goat.
12. **Say:** Goat. Pupils repeat.
13. Repeat this process for the other words - grass, girl, grapes.

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

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




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

1. Write uppercase 'G' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'G' in the air with your fingers.
3. Write lowercase 'g' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'g' 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 'G' at the top of the page.
8. Give pupils time to write 'G' 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 'G'. Show the picture or point to the pictures on the board as examples.
11. If possible, walk around the room and check that pupils are drawing pictures. Ask pupils what they are drawing, praise pupils.
12. Tell pupils to show their pictures to the people around them. They can ask each other: What is this? What is that?

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

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

<b>Lesson Title:</b> Concepts of print: Handling a book	<b>Theme:</b> Listening and retelling; Letter Work: Gg	
<b>Lesson Number:</b> L-01-055	<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 parts of a book (front cover, back cover, book title).</p>	 <p><b>Teaching Aids</b> 1. Children's book (if possible). 2. 1-2 Empty exercise books (optional).</p>	 <p><b>Preparation</b> 1. If you don't have a children's book, get any book. You can also make a book with 4-5 pages – make a simple drawing on the front cover with title and writer's name, make some pages in the middle with pictures, text and page numbers, and a back cover. 2. Collect 1-2 empty exercise books (optional).</p>
--	---	---

### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Guide pupils to say the correct day. Write the name of the day on the board.
3. Point to the word. Move your finger along the word as you say it.
4. **Say:** Let's review. Ask pupils if they can remember any names or words beginning with the letter 'Gg'
5. Have pupils put up their hands and answer (Example answers: Gabriel, goat, get, grass, girl).
6. Tell the pupils that today they will learn about reading books.

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

1. Hold up a book. **Say:** What is this? Pupils say: book.
2. Ask pupils why they think people read books.
3. Have pupils put up their hands and answer. (Example answers: You can find information about things, or you can read stories or poems; sometimes you can look at pictures too.)
4. Point to the front cover of the book. Explain that the front cover helps to protect the book.
5. Explain that the front cover also has the title of the book and the writer's name. Sometimes the front cover has pictures. The title and pictures give readers an idea about what is in the book. Point to the title and the writer's name.
6. Explain that a book has pages inside. Turn some of the pages.
7. Say that the pages have numbers. Point to the page numbers.
8. Say that readers begin a book at page 1, then move to page 2, then to page 3. When they read the last page of the book, they have finished.
9. Ask pupils why they think the pages have numbers.
10. Have pupils put up their hands and answer (Example answer: When pages have numbers, readers can quickly find things in the book, and they can tell other people where to find things.).
11. Explain that the pages can have writing or pictures on them. Open the book to a page with some writing on. Show the pupils the page, and show where a reader begins reading, and how a reader reads (from left to right, and top to bottom).
12. Point to the first word of a page, and tell pupils that this is the first word of the page.

13. Point to the last word of a page, and tell pupils that this is the last word of the page.
14. Point to the back cover of the book. Explain that the back cover helps to protect the book.
15. Explain that the back cover sometimes has more information about the book. Sometimes, you can read what the book is about, or you can read what other people thought about the book.
16. Explain that when readers look at the covers of a book, they can understand what the book is about, and they can decide if they want to read it or not.

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

1. Pick up a different book. If you don't have a different book, use the same book.
2. Show the front cover of the book.
3. Point to the front cover of the book. Read the writer's name out to the class.
4. Ask pupil in front to point to the title. Read the title out to the class.
5. Ask pupils if they know what the title means in English. If they don't, tell them what it means.
6. If there are any pictures on the front cover, describe the picture.
7. Ask pupils if they know what this book is about. Is it a story book? Or does it have information about a subject?
8. Show the back cover. Read out information that is on the back cover (translate it if it is in English).
9. Ask pupils where they would start reading the book. Have 1-2 pupils raise their hands and answer (Answer: The first word of page 1.)
10. Open the book to a page. **Say:** Look at this page. Is this writing? Is it a picture?




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

1. Tell pupils to make pairs.
2. Give each pair 2 blank pages from the exercise book.
3. Tell them to tear each page down the middle to make 4 pages.
4. Explain that they will make a book with these 4 pages:
  - a) Front cover with a title and the writer's name on the front cover. They can draw a picture too.
  - b) 2 middle pages with some text, drawings and page numbers.
  - c) Back cover which can have a drawing.
5. If you don't have pages for them to make books, tell pupils to draw a picture of a book in their exercise books. They should draw the front cover with a title and a picture.
6. If possible, walk around the room, checking that the pupils are doing the activity.

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

1. **Say:** Class. Be quiet and look at me.
2. Ask 2 or 3 pupils to talk about the books they made or drew.
3. Collect the books made by pupils to use in future lessons.
4. **Say:** Very good. Thank you, class.

<b>Lesson Title:</b> Personal pronouns: Practice	<b>Theme:</b> Speaking and listening; Letter Work: Hh	
<b>Lesson Number:</b> L-01-056	<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 personal pronouns for objects and persons.</p>		<p><b>Teaching Aids</b> None</p>		<p><b>Preparation</b> 1. Draw a simple picture of your face on one side of the board. 2. Put an exercise book, some pencils and other classroom objects on a table.</p>
---	---	---	--------------------------------------	---	---

### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. Point to the word on the board and move your finger along the word as you say it.
3. Point to the face on the board and point to yourself. **Say:** This is me. I am (Mrs. Bangura).
4. Write the word 'I' on the board. Explain that we use the word 'I' when we are talking about ourselves.
5. Have 3-4 pupils raise their hands and say their names (For example, I am Esther; I am Abdul).
6. Tell pupils that today they are going to talk about people and objects.

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

1. Walk to a girl in the class. **Ask:** Who is this? This is (girl's name). She is a girl.
2. Explain that we use the word 'she' when we are talking about a girl or a woman.
3. Write the word 'she' on the board. Pupils say the word 3 times.
4. Point to a boy in the class. **Ask:** Who is that? That is (boy's name). He is a boy.
5. Explain that we use the word 'he' when we are talking about a boy or a man.
6. Write the word 'he' on the board. Pupils say the word 3 times.
7. Hold up a book. **Ask:** What is this? It is an exercise book.
8. Explain that we use the word 'it' when we are talking about an object (and never about a person).
9. Write the word 'it' on the board. Pupils say the word 3 times.
10. Hold up some pencils. **Ask:** What are these? They are pencils.
11. Explain that we use the word 'they' when we are talking about more than one object. Explain that we can also use 'they' when you are talking about more than one person.
12. Write the word 'they' on the board. Pupils say the word 3 times.
13. Point to yourself and everyone in the room **Ask:** Who are we? We are Class 1.
14. Explain that we use the word 'we' when we are talking about yourself and other people.
15. Write the word 'we' on the board. Pupils say the word 3 times.
16. Explain in the local language as needed.

### Guided Practice (10 minutes)

1. Tell pupils that you will say some true things and some false things. Explain the meaning of true and false in mother tongue.
2. Pupils listen and decide what is true and what is false. If it's true they wave their hands in the air, if it's false they put their hands on their heads.

3. Point to the same girl. **Say:** She is (girl's name).
4. Guide pupils to wave their hands in the air (Answer: It is true).
5. **Say:** Yes, she is (girl's name). Pupils repeat.
6. Point to the same boy. **Say:** He is (**not** boy's name).
7. Guide pupils to put their hands on their heads (Answer: It is false).
8. **Say:** No, he is (boy's name). Pupils repeat.
9. Hold up the book. **Say:** This is a piece of chalk.
10. Pupils put their hands on their heads (Answer: It is false).
11. **Say:** No, it is a book. Pupils repeat.
12. Hold up some pencils. **Say:** They are pencils.
13. Pupils wave their hands in the air (Answer: It is true).
14. **Say:** Yes, they are pencils. Pupils repeat.
15. Continue the game. Guide pupils to say sentences. Examples:
  - a) **Say:** He is Tamba. Pupils put their hands on their heads. **Say:** No, he is Musa.
  - b) **Say:** She is Mamie. Pupils wave their hands in the air. **Say:** Yes, she is Mamie.
  - c) **Say:** This is a table. Pupils put their hands on their heads. **Say:** No, it is a bench.
  - d) **Say:** These are exercise books. Pupils wave their hands in the air. **Say:** Yes, they are exercise books.




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

1. Tell pupils to get into pairs.
2. Tell them that they are going to play this game with their partner. One pupil will say a statement and the other has to say true or false.
3. Walk around and listen and they work. Help out as needed.

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

1. Point to these words on the board: I, she, he, it, they, we. Ask what each word is used for and have 1-2 pupils raise their hands to reply.
2. **Say:** Who are we? Pupils answer together: We are Class 1!
3. **Say:** Very good. Thank you, class.

<b>Lesson Title:</b> Letter work: Hh	<b>Theme:</b> Speaking and listening; Letter Work: Hh	
<b>Lesson Number:</b> L-01-057	<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 Hh on the alphabet strip, in this week's story and in their names.</p>	 <p><b>Teaching Aids</b> 1. Poem <i>Hoe, Hoe, Hoe</i> (at the end of the lesson plan). 2. Alphabet strip (if you have one) or write the alphabet on the board. 3. Sheets of paper with pupil's names.</p>	 <p><b>Preparation</b> 1. Before the start of the class write the poem <i>Hoe, Hoe, Hoe</i> on the board. 2. Draw a picture of a uppercase sun at the top of the board 3. Write the alphabet on the board if you don't have an alphabet strip. 4. Take out the sheets of paper with pupil names.</p>
---	--	---

### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the word on the board.
2. Point to the picture of the sun on the board. **Say:** This is the sun. It's very hot. Mime hot (e.g. fan your face).
3. **Say:** Class, stand up.
4. **Say:** Listen to me. Mime (do the action) for being hot and say: Huh, huh, hot. Huh, huh, hot.
5. Guide pupils to join in and copy the actions.
6. **Say:** Class, sit down.
7. Tell pupils that today they are going to say a poem about being hot and learn about the letter 'Hh'.

### 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 'Hh'.
4. **Say:** This is 'h'.
5. Point to uppercase 'H'. **Say:** 'This is uppercase 'H'!' This is used when we spell names of places or people, or at the beginning of a sentence.
6. Point to lowercase 'h'. **Say:** 'This is lowercase 'h'!' This is used at all other times.
7. Say the name of the letter, 'h' and then the sound of the letter /h/.
8. Repeat after me. **Say:** H-/h/. Say the name and the sound.
9. Do an action for 'listen'. **Say:** Let's listen to a story.
10. Point to the story.
11. Read the story. Point to each word as you read it.
12. Explain the meaning of the story in the local language, if needed.
13. Read it again.

### Guided Practice (10 minutes)

1. **Say:** Can you see the uppercase letter 'H' or lowercase letter 'h' in the story?
2. Use the local language if needed.



3. **Say:** Raise your hand if you can see the letter 'H'. 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 'H' in one word in the story.
6. Tell other pupils to watch carefully to see if the volunteers are circling the correct letter. They can also help the person on the board.

**Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Listen carefully and follow instructions.
3. **Say:** Turn to your partner and say the sound made by the letter 'h'. Say it 3 times.
4. Turn your back to the class and trace the uppercase 'H' three times. Explain how they should make the shapes to draw uppercase 'H'.
5. Have pupils copy you 3 times and say the letter out loud.
6. Turn your back to the class and trace the lowercase 'h' three times. Explain how they should make the shapes to draw lowercase 'h'.
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 /h/ sound. You can use words from the story or think of your own words. (Example answers: hot, home, hut)
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 'h' in it.
10. Check if pupils are recognizing the letter correctly and standing.




**Closing** (2 minutes)

1. Clap your hands.
2. **Say:** Sit down everybody.
3. Point to letter 'Hh' on the board.
4. **Say:** This is letter 'Hh'. Repeat after me. H-/h/.
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.

[*POEM: HOE, HOE, HOE*] by Kim Ashmore

Hoe, hoe, hoe.  
On a hot, hot day.  
Let's go.  
Home, home, home.

<b>Lesson Title:</b> Directionality	<b>Theme:</b> Speaking and listening; Letter Work: Hh	
<b>Lesson Number:</b> L-01-058	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to show where to start reading from a page.</p>	 <p><b>Teaching Aids</b> 1. Children’s books (if possible). 2. Story: <i>Hoe, Hoe, Hoe</i> (at the end of the lesson plan). 3. Books made by pupils in the earlier lesson (if they made them).</p>	 <p><b>Preparation</b> 1. If you don’t have a children’s book, get any book. You can also make a book with 4-5 pages – make a simple drawing on the front cover with title and writer’s name, make some pages in the middle with pictures, text and page numbers, and a back cover. 2. Write the story <i>Hoe, Hoe, Hoe</i> on the board. 3. Draw a picture of a big sun at the top of the board.</p>
---	---	---

**Opening (3 minutes)**

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. Hold a book and **say:** I love books. **Ask:** Why do people read books?
3. Have pupils raise their hands to answer. (Answer: You can find information about things, or you can read stories or poems; sometimes you can look at pictures.)
4. Tell pupils that today we are going to learn about reading books.

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

1. Point to the front cover of the book. Read the title and describe any pictures.
2. **Ask:** Do you know what this book is about?
3. Have pupils raise their hands to answer. Take 1-2 answers.
4. **Say:** Let’s open the book. Open the book to show two pages to the class.
5. Explain that there is a page on the left, and a page on the right.
6. **Ask:** Which page do people look at first?
7. Have pupils raise their hands to answer. Take 1-2 answers. (Answer: People look at the left page first, then the right page).
8. Point to the left page. Explain that people read the left page before the right page.
9. **Say:** Look at the page. Explain that the page has a top and a bottom.
10. **Ask:** Where do readers start reading – the top or the bottom of the page?
11. Have pupils raise their hands to answer. Take 1-2 answers. (Answer: The top of the page.)
12. Point to the top of the page. Explain that people start at the top of a page, and then move to the bottom of the page.
13. Show pupils your finger. **Say:** This is my reading finger.
14. Slowly move your reading finger from the top of the left page to the bottom. Slowly move it to the top of the right hand page and to the bottom.
15. **Ask:** What should you do next?
16. Have pupils raise their hands to answer. Take 1-2 answers. (Answer: Turn the page).
17. Turn the page and show pupils two more pages. **Ask:** Where should you start reading?

18. Have pupils raise their hands to answer. Take 1-2 answers. (Answer: The top of the left page).
19. Put your reading finger at the top of the left page.
20. Explain that when people read a book, they turn the pages until they reach the last one. Then they have finished the book.
21. Close the book. **Say:** Let's close the book.
22. Point to the picture of the sun on the board. **Ask:** Is this a picture or writing?
23. Have pupils raise their hands to answer. (Answer: picture).
24. Explain that pictures help readers to understand what writing is about.
25. Point to the story on the board. **Ask:** Is this a picture or writing? (Answer: writing).
26. Explain that writing tells a story or gives information.

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

1. Point to the story. **Say:** Writing has words. Let's count the words in the story.
2. Move finger along counting the words out loud. **Say:** 13 words.
3. Point to the first word 'hoe'. **Say:** This is the first word.
4. Point to the final word 'home' and **Say:** This is the last word.
5. Draw a square before the first word 'hoe'. Put your reading finger on the square.
6. Read the words of the first line and put your reading finger under each word.
7. At the end of the line, explain that the reading finger moves down to the next line, and starts at the first word of the line again.
8. Read the rest of the story. Put your reading finger under each word.
9. Point to the last word. Explain that we also read words from left to right.
10. Ask a pupil to volunteer come to the front of the room.
11. Tell her/him to put her/his reading finger on the square. Tell the other pupils to put their reading fingers up in the air and follow along.
12. Tell the pupil to move her/his reading finger along the story as you read it. Tell the other pupils to move their reading fingers and follow along as well.

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

1. Tell pupils to get into pairs. If pupils had made books in the earlier lesson, distribute one book to each pair. If you do not have books, tell pupils to take out their exercise books and copy the story from the board. Tell them to take turns to read the text using their reading fingers.
2. Walk around and observe. Help pupils as needed.

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

1. **Say:** Show me your reading fingers. Pupils hold up their reading fingers.
2. **Say:** Well done. Thank you, class. Goodbye. Pupils say: Goodbye.

[STORY: HOE, HOE, HOE]




Hoe, hoe, hoe.

On a hot, hot day.

Let's go.

Home, home, home.

<b>Lesson Title:</b> Hh words	<b>Theme:</b> Speaking and listening; Letter Work: Hh	
<b>Lesson Number:</b> L-01-59	<b>Class/Level:</b> Class 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to draw words beginning with Hh.</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 'Hh' - hot, home, hand, happy.</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 'Hh' - hot, home, hand, happy on the board.</li> <li>2. Get an exercise book.</li> </ol>
---	---	---	--	---	---

### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the word on the board.
2. **Ask:** What is the letter this week?
3. 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).
4. Write uppercase 'H' on the left hand side of the board, and lowercase 'h' on the right hand side of the board.
5. Say the letter and the sound it makes. Pupils repeat 3 times.
6. Say the letter. Pupils repeat 3 times.
7. Tell pupils that today we are learning words beginning with the letter 'Hh'.

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

1. Point to the uppercase 'H' on the board.
2. Explain that uppercase 'H' is used at the beginning of the names of people or places.
3. Write the name 'Hawa' next to uppercase 'H'.
4. **Say:** Hawa. Point to the letter 'H' in the word.
5. **Ask:** Can you say more names with this letter? Raise your hands!
6. Write one suggestion on the board (Example answer: Hassan).
7. Say the name and point to the letter 'H' in the word.
8. Point to the lowercase 'h' on the board. Write these words next to the letter: hot, home, hand, happy
9. Explain in the local language if needed.
10. **Say:** Hot. Point to the letter 'h' in the word.
11. Repeat with the other words.
12. **Ask:** Can you say more words with this letter? Raise your hands!
13. Choose some pupils to give answers and write two write two suggestions on the board (Example answers: help, hello, horse).
14. Say the words and point to the letter 'h' in the words.
15. Point to the word 'hot' and point to the picture of 'hot'.
16. **Say:** Hot. Pupils repeat.
17. Have 1-2 pupils to volunteer to explain what the word means in their mother tongue.
18. Repeat this process for all the words - home, hand, happy.

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

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




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

1. Write uppercase 'H' on the board, slowly explaining how to write it.
2. Turn your back to the pupils and trace the uppercase 'H' in the air with your fingers.
3. Write lowercase 'h' on the board, slowly explaining how to write it.
4. Turn your back to the pupils and trace the lowercase 'h' 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 'H' at the top of the page.
8. Give pupils time to write 'H' 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 'H'. Show the picture or point to the pictures on the board as examples.
11. If possible, walk around the room and check that pupils are drawing pictures. Ask pupils what they are drawing, praise pupils.
12. Tell pupils to show their pictures to the pupils around them. They can ask each other: What is this? What is that?

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

1. **Say:** Your pictures are very good.
2. Tell pupils to keep the pictures to remember the words.
3. **Say:** Well done.

<b>Lesson Title:</b> Rhyming words	<b>Theme:</b> Speaking and listening; Letter Work: Hh	
<b>Lesson Number:</b> L-01-60	<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 create and draw rhyming words.		<b>Teaching Aids</b> None		<b>Preparation</b> Practice drawing these words: head, bed, book, look, cat, fat, chair, hair, fish, dish.
---	---	---	------------------------------	---	---

### Opening (3 minutes)

1. Greet the class. **Say:** Today is...? Write the name of the day on the board.
2. Begin drawing a head on the left hand side of the board. As you draw, **ask:** What is this? Pupils guess. (Answer: head)
3. Tell pupils that today we are learning about words that sound the same (rhymes).

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

1. **Say:** Let's play a game.
2. Tell pupils you will draw a picture, and they must guess what it is.
3. Begin drawing a book on the left hand side of the board.  
**Say:** Girls, what is it? Girls guess.
4. Begin drawing a cat on the left hand side of the board.  
**Say:** Boys, what is it? Boys guess.
5. Repeat with these words: chair, fish.
6. Point to each picture and write the word next to it: head, book, cat, chair, fish.
7. Say each word clearly as you write. Explain the meaning in the local language if needed.
8. Explain that other words have the same sound as these words.
9. Tell pupils you will say a word. They must listen and say which word it sounds like.
10. **Say:** Fat. Fat.
11. Tell pupils to raise their hands to say which word it sounds like (Answer: cat).
12. Draw and write the word 'fat' next to the picture of the cat.
13. Repeat with these words:
  - a) bed (sounds like 'head')
  - b) hair (sounds like 'chair')
  - c) dish (sounds like 'fish')
  - d) look (sounds like 'book')

### Guided Practice (10 minutes)

1. Explain that these words have different sounds at the beginning, but the endings sound the same. They rhyme.
2. **Say:** Listen carefully.
3. Point to the picture of the head.
4. **Say:** Head. Head. Pupils repeat 2 times.
5. Point to the picture of the bed.
6. **Say:** Bed. Bed. Pupils repeat 2 times.

7. Make sure pupils say the words with the same sounds.
8. Repeat this with these words: book / look; cat / fat; chair / hair; fish / dish.
9. **Say:** Class, you say the words.
10. Point to the rhyming words in a different order. Pupils say the words.

**Independent Practice** (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has. Or give a piece of chalk to some pupils and they can work at the board.
2. Tell pupils to draw pictures of the rhyming words on the board.
3. Call on 1 boy and 1 girl to show you their pictures. Ask them to say the words.

**Closing** (2 minutes)

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











FUNDED BY



IN PARTNERSHIP WITH



NOT FOR SALE