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| **Term 1 Week 1 Lesson 1** |
| **Objectives** | **Pupils will be able to:*** **Identify syllables beginning with “n”**
* **Read 3 words Nana, nono, nan**
* **Write 3 words: Nana, nono, nan**
* **Read a sentence and answer a question about it**
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| **Materials** | **1) Song chart****2) Pupil workbooks** |
| **Activity** | **Time** | **I do** | **We do** | **You do** |
| Song**Idan muka tashi da safe,** **Sai mu gai da iyayenmu x 2Mamata ina kwana****Gaisuwa ce da safeIna wuni BabanaGaisuwa ce da rana****Mamata said a safe****Gaisuwa ce da dare.** | Minti 4 | 1. Sing the song, using gestures and expressions.  |  2. Point to the words and sing; ask pupils to repeat each phrase after you. 3. Sing the song together, doing the gestures.  | 4. Ask a pupil to point to the words while the whole class sings and does the gestures.  |
| Syllable chantna ni no nu ne | Minti 3 | 1.Write: na ni no nu ne 2. Say: **Today you will learn how to read with syllables that start with N.** Sing the syllables on the board alone. | 3. Ask pupils to sing the syllables with you. 4. Ask pupils to open their books and point to the .Ask pupils to sing the chant while pointing to the symbol.  | 5. Point to syllables on the board out of order. Ask pupils to say the syllable. 6. Say a syllable at random, and ask pupils to point to the syllable in their book.  |
| Word reading*Nana nono* | Minti 4 | 1. Write: *Nana*2. Say: **Now I will put our syllables together to make a word.**3. Say each syllable while pointing slowly. Then say the whole word while running your finger under the word.  | 4. Ask pupils to blend *Nana* with you while you point on the board.5. Write *nono*. Ask pupils to blend each syllable as you point. | 7. Ask pupils to find the . Ask them to point the first word and read it.8. Ask pupils to point to the second word in their book and read it. 9. Say, “**Now I’ll say a word and**  |
| Exception*nan* | Minti 2 | 1. Write *na*. Then add “n” to make nan. Explain the difference.  | 2. Write *na.* Ask pupils to read it.3. Write *nan.* Ask pupils to read it. | 4. Ask pupils to find the in their book, then point to nan.They should check their answer with a partner.  |
| Handwriting*nan* | Minti 6 | 1. Say: **We will now try writing a word. Watch while I write a word on the board.**2. Draw lines on the board. Write *nan* and describe the steps.  | 3. Say: **Now write the word in the air with me.**  | 4. Say: **Now write the word nan on the lines in your book. These are lowercase letters, so each letter should reach the middle line.**5. While pupils write, circulate to check their work. |
| Writing with comprehension: Picture labeling | Minti 10 | 1. Hold up a pupil book and point to the first small picture.  | 2. Ask pupils to look in their books and say what the picture is. If necessary, provide the correct answer.  | 3. Ask pupils to write the correct word. Circulate to provide assistance.4. Repeat steps 1-3 with the second picture.5. Ask pupils to hold up their book if they are finished.  |
| Sentence reading *Nana na nan.* | Minti 3  | 1.Write the sentence on the board**.** | 2. Point to each word and ask pupils to read. 3. Read the whole sentence quickly with the pupils.  | 4. Ask pupils to find the in their books, then read the sentence.5. Ask, “**Where is Nana?”**6. If time remains, ask pupils to copy the sentence. If time does not remain, assign the copying as homework. |
| Closing | Minti 3 | 1. Ask pupils what they learned today. 2. Ask if there are questions.3. Say, “**Today, we learned na, ni, no, nu, ne. We learned to read and write the words Nana, nono, and nan. We learned to read a sentence. Let’s clap for ourselves!”** |