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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** | | |
| **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 2 Mamata ina kwana**  **Gaisuwa ce da safe Ina wuni Babana Gaisuwa 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 chant  na 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!”** | | |