

Term 1		Week 1		Lesson 2
Objectives		Students will be able to: <ul style="list-style-type: none"> • Read 3 new words: nuna, nuni, zane • Organize syllables to make words • Read a short reading passage and answer questions about it • Complete a sentence in writing 		
Materials		1) Pupil books 2) Syllable cards: na, ni, nu, nu		
Activity	Time	I do	We do	You do
<u>Tongue Twister</u> Tongue twister	Minti 3		1. Ask pupils if they remember the tongue twister from yesterday. 2. Ask pupils to read the tongue twister as you point to the words.	3. Ask a pupil to stand up and say the tongue twister as fast as he or she can.
<u>Review:</u> <i>no ne nu</i> <i>na ni</i>	Minti 3	Write the syllables from the previous lesson out of order. Say: Let's review what we learned in the last lesson. Point to the syllables and ask pupils to identify them. If pupils do so easily, try writing example words from yesterday: Nana, nono, nan. Say: In this lesson, you will learn to read and write more words that start with N. We will also try reading a text.		

<p><u>Word reading: new words</u></p> <p>▲▲ <i>nuna nuni zane</i></p>	<p>Minti 5</p>	<p>1. Write: <i>nuna</i></p> <p>2. Say each syllable while pointing slowly. Then say the whole word while running your finger under the word.</p>	<p>3. Ask pupils to blend the word with you.</p> <p>4. Write <i>nuni</i>. Ask pupils to read each syllable, then blend the word.</p> <p>5. Repeat step 5 with <i>zane</i>.</p>	<p>6. Ask pupils to open their books and find ▲▲ . Ask pupils to read each word in unison.</p> <p>7. Say a word at random, and ask pupils to point to the word in their book.</p> <p>8. Point to words on the board and ask pupils to read.</p>
<p><u>Syllable scramble</u></p> <p>Syllable cards: na, nu, nu, ni</p>	<p>Minti 7</p>	<p>1. Hold up the syllable cards ni and nu. Say each card as you show it, then show pupils how to put them together to make a word.</p> <p>2. Say: “Now you will try to make words out of syllables.”</p>	<p>2. Provide four syllable cards: na, nu, nu, and ni to four volunteer pupils. Ask each pupil to read the card they receive.</p> <p>3. Ask the volunteer pupils to get in pairs to make a word, then show the word to the class.</p>	<p>4. Ask pupils to look at the syllable scramble in their pupil book, then write the syllables in the correct order to make a word. Provide an example if needed.</p> <p>6. Write the correct answer on the board. Ask pupils to peer check each other’s work.</p>
<p><u>Passage reading</u></p> <p>Nana na nan.</p> <p>Nana na gida.</p> <p>Nana na zane.</p>	<p>Minti 7</p>	<p>1. Write the story on the board.</p> <p>2. Ask pupils to look at the picture above the story in their book. Ask what they see.</p> <p>3. Ask pupils to identify any words they know in the story.</p>		

		<p>4. Say: We have a new word: gida. Point to gida.</p> <p>5. Read the story aloud with the pupils once from the board.</p> <p>6. Ask pupils to point to the story in their books as you read aloud together.</p> <p>6. Ask groups or individual pupils to read the story aloud.</p>
<u>Comprehension Questions</u>	Minti 1	<p>1. Ask pupils, “Where is Nana?”</p> <p>2. Ask pupils, “What is Nana doing?”</p> <p>3. Ask pupils, “What do you do at your house?”</p>
<u>Sentence completion</u>	Minti 7	<p>1. Hold up a pupil book and show the incomplete sentence. Ask pupils to read the sentence aloud.</p> <p>2. Ask pupils what word they think could come next in the sentence.</p> <p>3. Ask pupils to write a word to finish the sentence. Circulate to provide assistance.</p> <p>4. Ask pupils to share their answers.</p>
<u>Pupil book check</u>	Minti 2	Ask pupils to hold up their books to show their completed work. If pupils have not finished their writing, assign it as homework.