

Week: 1

Class: Basic 1

Topic: Phonological Awareness

Behavioural objectives: At the end of the lesson pupils should be able to:

1. Identify and name sounds made by various animals and
2. Reproduce sounds made by animals

Instructional material/Reference material: Pictures and charts, video, NPE Book 1

Building Background /connection to prior knowledge: Pupils are familiar different animals sound.

Topic: Phonological Awareness

Behavioral objectives: At the end of the lessons, the pupils should be able to

1. Identify and name sounds made by various animals and
2. Reproduce sounds made by animals

CONTENT

Auditory discrimination is the ability to recognize similarities and differences between sounds.

Particularly, auditory discrimination allows people to distinguish between phonemes in words. Phonemes are the smallest units of sound in any given language.

Sounds made by animals

Cats-mew, purr, meow, hiss, yowl



Cattle-moo, low, bawl (calf), bellow (bull)



Chicks-cheep



Chickens-cluck, cackle



Cocks-Crows



Dogs-bark



Assignment

1. Mention any two sounds of animals

Week: 2

Class: Basic 1

Topic: Phonemic awareness

Behavioural objectives: At the end of the lesson pupils should be able to:

1. Produce and identify basic sounds correctly;
2. Distinguish the sounds of the different letters of the alphabet correctly; and
3. Reproduce sounds of letters of the alphabet.

Instructional material/Reference material: Pictures and charts, video, jolly phonics rhyme, NPE Book 1

Building Background /connection to prior knowledge: Pupils are familiar phonics sound.

CONTENT

[i:] e, be, eve, see, meet, sleep, meal, read, leave, sea, team, field, believe, receive

[i] iy-it, kiss, tip, pick, dinner, system, busy, pity, sunny

[e] eea-let, tell, press, send, end, bread, dead, weather, leather

[ei] aai, ayei, eyea-late, make, race, able, stable, aim, wait, play, say, day, eight, weight, they, hey, break, great, steak

[æ] a -cat, apple, land, travel, mad;

Assignment

1. Mention any two sounds

Week: 3

Class: Basic 1

Topic: Phonemic awareness 2

Behavioural objectives: At the end of the lesson pupils should be able to:

1. Listen to one syllable. Words and recognizes words that begin with same letter sounds.
2. Recognize words that end with same letter sounds.
3. Identify rhyming words
4. Identify beginning and end sounds;
5. Blend sounds to form one syllable words e.g. ex, to, my, do etc, and
6. Segment and syllable words into separate letter sounds.

Instructional material/Reference material: Pictures and charts, video, jolly phonics rhyme, NPE Book 1

Building Background /connection to prior knowledge: Pupils are familiar phonics sound.

CONTENT

A syllable is a part of a word that contains sounds (phonemes) of a word. It usually has a vowel in it. A syllable is also called a 'beat' and teachers often teach children to identify syllables by clapping the 'beats' in words. Another way to describe a syllable is a 'mouthful' of a word.

How to count syllables

1. The "Listen Method" Rules:

Say the word.

How many times do you hear A, E, I, O, or U as a separate sound?

This is the number of syllables

2. The "Chin Method" Rules

Put your hand under your chin.

Say the word.

How many times does your chin touch your hand?

This is the number of syllables

3. The "Clap Method" Rules

Clapping may help you find syllables.

Say the word.

Clap each time you hear A, E, I, O, or U as a separate sound.

The number of claps is the number of syllables.

4. The "Robot Speak Method" Rules

Make believe you are a robot from the year 2000.

Say a word as this robot.

Pay attention to the pauses you make.

How many parts did you break your word into?

Example:

robot = "ro" *pause* "bot"... 2 syllables

5. The "Written Method" Rules

Count the number of vowels (A, E, I, O, U) in the word.

Add 1 every time the letter 'y' makes the sound of a vowel (A, E, I, O, U).

Subtract 1 for each silent vowel (like the silent 'e' at the end of a word).

Subtract 1 for each diphthong or trip thong in the word.

Diphthong: when 2 vowels make only 1 sound (au, oy, oo)

Trip thong: when 3 vowels make only 1 sound (iou)

Does the word end with "le" or "les?" Add 1 only if the letter before the "le" is a consonant.

The number you get is the number of syllables in your word.

Examples

Take

1 syllable: take

pronounced: tay-k

Bee

1 syllable: bee

pronounced: bee

Taking

2 syllables: tak-ing

pronounced: tay-king

Strategies and activities:

Assignment

1. Mention any two Words and it syllables

Week: 4

Class: Basic 1

Topic: Phonemic awareness 3

Behavioural objectives: At the end of the lesson pupils should be able to:

1. Sing songs taught.
2. Recite rhymes
3. Identify letters sounds in songs and rhymes.
4. Recognize rhyming words from given word sets; and
5. Build rhyming word families

Instructional material/Reference material: Pictures and charts, video, jolly phonics rhyme, NPE Book 1

Building Background /connection to prior knowledge: Pupils are familiar nursery rhymes.

CONTENT

Twinkle, twinkle little star. Twinkle, twinkle, little star...

I'm a Little Tea Pot. I'm a little teapot, short and stout. ...

London Bridge is Falling Down (Short Version)...

Mary Had a Little Lamb. ...

Humpty Dumpty. ...

Hey diddle diddle....

Baa baa black sheep. .

Assignment

1. Recite rhymes

Week: 5

Class: Basic 1

Topic: Phonics

Behavioural objectives: At the end of the lesson pupils should be able to:

1. Say the sounds of the alphabet correctly.
2. Recognize sounds of different letters of the alphabet.
3. Describe the shapes of letters of the alphabet; and
4. Arrange the letters of the alphabet in the correct order

Instructional material/Reference material: Pictures and charts, video, jolly phonics rhyme, NPE Book 1

Building Background /connection to prior knowledge: Pupils have learnt phonemics.

CONTENT

Uppercase characters are capital letters; lowercase characters are small letters. For example, box is in lowercase while BOX is in uppercase. The term is a vestige of the days when typesetters kept capital letters in a box above the lowercase letters.

Examples

A B C D E F G H I-upper cases

a b c d e f h i-lower cases



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Assignment

1. Name the alphabets

Week: 6

Class: Basic 1

Topic: Phonics 2

Behavioural objectives: At the end of the lesson pupils should be able to:

Build words by blending the sounds of letters of the alphabets

Instructional material/Reference material: Pictures and charts, video, jolly phonics rhyme, NPE Book 1

Building Background /connection to prior knowledge: Pupils have learnt phonics 1.

CONTENT

Blending sounds of letters to form words

E.g.

/v/ - an (to form van; or
/c/ - an to form can); or
/c/ - at to form cat); etc

Strategies and activities:

Step1: Teacher revised previous lesson

Step 2: teacher introduces the new topic

Step 3: Teacher explains new topic

Step 4: Teacher welcomes pupils' questions.

Step 5: Teacher evaluates the pupils

Assessment and evaluation

Teacher asks questions from pupils based on the topic

Wrap up and conclusions

Teacher goes over the topic for better understanding.

Assignment

1. Make words with sounds

Week: 7

Class: Basic 1

Topic: Phonics 3

Behavioural objectives: At the end of the lesson pupils should be able to:

1. Read familiar words and text.
2. Compare words with similar sounds;
3. Apply long and short vowel rule correctly
4. Decode and syllable word; and
5. Monitor own reading and self corrects.
6. use sounds of letters to form three letter words e.g. mat, cat, bad, bag, man, dog, rag, and
6. Break large words into smaller words.

Instructional material/Reference material: Pictures and charts, video, jolly phonics rhyme, NPE Book 1

Building Background /connection to prior knowledge: Pupils have learnt phonics 2.

CONTENT

Identification of familar sounds in words

1. /mouse
2. try/fry
3. cat/bat/hat

Combining sounds to form words

1. tonight from “to” “might; “into” from “in” and “ to”;

Assignment

1. Combine any two words together

Week: 8

Class: Basic 1

Topic: Phonics 4

Behavioural objectives: At the end of the lesson pupils should be able to:

- 1. Break words into sounds.**
- 2. Break words into smaller words.**
- 3. Break words into parts and identify the words parts.**
- 4. Use letter – sound correspondence to build and read unfamiliar words and**
- 5. Recognise and use vowel diagraphs and recon trolled letter sounds to read unfamiliar words**

Instructional material/Reference material: Pictures and charts, video, jolly phonics rhyme, NPE Book 1

Building Background /connection to prior knowledge: Pupils have learnt phonics 3.

CONTENT

Syllables

Breaking words down into syllables is a great spelling strategy to help you spell long words. This means you break the word down into little spoken chunks and each chunk is called a syllable. Each syllable usually has a vowel in it: advertisement = ad / ver / tise / ment.

To help children think about words as sound, we can help them break words into smaller parts. One way to break down the syllable is into onset (everything before the vowel) and rime (the vowel and everything after it). For example, sleep could be broken into /sl/ and /eep/.

Assignment

1. Break down long words into smaller words

Week: 9

Class: Basic 1

Topic: Fluency

Behavioural objectives: At the end of the lesson pupils should be able to:

1. Correctly read letters of the alphabet.
2. Read given text with fluency and expression.
3. Reflect appropriate pacing, intonation, punctuation when reading orally.
4. sight – read about 100 –300 easily sounded words.
5. read accurately without hesitations, omissions, repetitions or mispronunciations.

Instructional material/Reference material: Pictures and charts, video, jolly phonics rhyme, NPE Book 1

Building Background /connection to prior knowledge: Pupils have learnt phonics 4.

CONTENT

Pacing walk at a steady speed, especially without a particular destination and as an expression of anxiety or annoyance.

Intonation is the rise and fall of the voice in speaking.

Punctuation is the marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning.

Independent reading is a term used in educational settings, where students are involved in choosing and reading material for their independent consumption and enjoyment. Students that read independently have an emphasized creative choice in what they want to read and choose to learn.

Assignment

1. What is independent reading?

Week: 10

Class: Basic 1

Topic: Fluency 2

Behavioural objectives: At the end of the lesson pupils should be able to:

- 1. Recognize common words (e.g. my, you, I, are, is, yes, no, etc) by sight.**
- 2. Read class appropriate texts and sentences accurately without hesitation.**
- 3. Use decoding to identify new words in reading messages**

Instructional material/Reference material: Pictures and charts, video, jolly phonics rhyme, NPE Book 1

Building Background /connection to prior knowledge: Pupils have learnt Fluency 1.

CONTENT

Word recognition, according to Literacy Information and Communication System (LINCS) is "the ability of a reader to recognize written words correctly and virtually effortlessly"An article in Science Daily suggests that "early word recognition is key to lifelong reading skills".

Recognition of common one letter words

e.g. “a”, and “I”_

two– letter

“s”, “my”

and three- Letter words

“the”, “was”; “can”

Assignment

1. Mention any two letter words