FIRST TERM LESSON PLAN – BASIC ONE

**WEEK 1**

Name of School: ……………………………………………………………………………….……..

Name of Teacher: ……………………………………………………………………………………

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| **Week Ending:**  | **DAY:** Tuesday  | **Subject:** English Language  |
| **Duration: 60MINS** | **Strand:** Oral Language |
| **Class:** B1 | **Class Size:**  | **Sub Strand:** Songs |
| **Content Standard:** B1.1.1.1: Demonstrate understanding of a variety of songs | **Indicator:** B1.1.1.1.1. Listen to and sing familiar songs with appropriate expressions | **Lesson:**1 of 1 |
| **Performance Indicator:** Learners can listen to and sing familiar songs with appropriate expressions | **Core Competencies:**Communication and Collaboration, Personal  |
| **References:** English Language Curriculum For Primary Schools Pg. 6 |
| **New words:** Expression, Rhythm, Mood, Lyrics |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Play a snippet of a familiar children's song (e.g., "If You're Happy and You Know It"). Ask students, "How does this song make you feel?""What kind of expressions should we wear when singing this song?" |  |
| PHASE 2: **NEW LEARNING** | Have learners identify some familiar songs. (e.g., a happy song, a sad song, an excited song).Let learners sing familiar songs and clap, tap and or dance to the rhythm. Discuss the lyrics of each song briefly. Ask;"Why do you think the singer is happy in this song?" "What words tell us the song is sad?"Demonstrate how to sing the song with appropriate expressions.Allow students to practice singing along, encouraging them to showcase the emotion through facial expressions and body language.Drill and teach learners a new song if any. Let the students sing in pairs or small groups, observing each other for feedback.Assessment1. When we sing a happy song, our face should look \_\_\_\_\_\_\_\_\_\_.
2. The words of a song that tell a story are called \_\_\_\_\_\_\_\_\_\_.
3. When a song is slow and makes us feel a little sad, the mood of the song is \_\_\_\_\_\_\_\_\_\_.
4. Clapping or tapping our feet to the song is following the \_\_\_\_\_\_\_\_\_\_.
 | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: **REFLECTION** | Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? |  |

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| **Week Ending:**  | **DAY:** Tuesday | **Subject:** English Language  |
| **Duration: 60mins** | **Strand:** Reading |
| **Class:** B1 | **Class Size:**  | **Sub Strand:** Pre-Reading Activities |
| **Content Standard:** B1.2.1.1: Know how a text works for reading and writing | **Indicator:** B1.2.1.1.1. Handle books appropriately | **Lesson:**1 of 1 |
| **Performance Indicator:** Learners can handle books appropriately | **Core Competencies:**Communication and Collaboration, Personal  |
| **References:** English Language Curriculum For Primary Schools Pg. 17 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Greet learners and welcome to them to their new class.Engage learners in a community circle time. Lead learners to mention their names in turns and tell the game they like best.Ask learners to bring out some of their old and new books. Let learners tell some difference and similarities between the old and new books. |  |
| PHASE 2: **NEW LEARNING** | Have learners Think-Pair-Share the reasons for keeping books neat and handling them well. Lead learners to make some rules to guide the handling of books. Demonstrate how to handle books, e.g. holding it, turning a book, opening the pages properly, etc. Discuss the information on the cover and title pages with learners, e.g. What can you find on the cover? - The title, - Author, - Illustrations and illustrators, etc.Assessment Learners in groups demonstrate the proper ways of handling books. | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: **REFLECTION** | Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? |  |

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| **Week Ending:**  | **DAY:** WEDNESDAY | **Subject:** English Language  |
| **Duration:** 60MINS | **Strand:** Writing |
| **Class:** B1 | **Class Size:**  | **Sub Strand:** Pre-Writing |
| **Content Standard:** B1. 4.1.1: Write patterns for muscular control and hand-eye coordination | **Indicator:** B1. 4.1.1.1. Make given patterns, trace and draw various objects | **Lesson:**1 of 1 |
| **Performance Indicator:** Learners can make given patterns, trace and draw various objects | **Core Competencies:**Communication and Collaboration, Personal  |
| **References:** English Language Curriculum Pg. 28 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Paste chart showing patterns on the board for learners to observeAsk learners to mention objects within and outside the class with the shape of the patterns on the chart |  |
| PHASE 2: **NEW LEARNING** | Demonstrate vertical, horizontal and oblique strokes/patterns. e.g. Let learners write these strokes/patterns in the air and tables. Whiles going round and encouraging them, have learners write them in their books.If need be, learners may first make these strokes by tracing and/or joining dots. Ensure correct sitting posture and correct grip of the writing tool.Assessment Let learners write these strokes in their books | Word cards, paper, letter cards, |
| PHASE 3: **REFLECTION** | Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?HomeworkLet learners write these strokes in their books  |  |

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| **Week Ending:**  | **DAY:** THURSDAY | **Subject:** English Language  |
| **Duration:** 60mins | **Strand:** Grammar usage |
| **Class:** B1 | **Class Size:**  | **Sub Strand:** Using Capitalization |
| **Content Standard:** B1.5.1.1: Apply knowledge of capitalization in writing | **Indicator:** B1.5.1.1.1 Write capital letters correctly | **Lesson:**1 of 1 |
| **Performance Indicator:** Learners can write capital letters correctly | **Core Competencies:**Communication and Collaboration, Personal  |
| **References:** English Language Curriculum Pg. 34 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Engage learners to sing the Alphabet song.Ask leading questions to find out;Which of the letters they could write with ease.Which of the letters they could write with difficulty.Which letters they can make its sound.Share performance indicators and introduce the lesson. |  |
| PHASE 2: **NEW LEARNING** | Play a game with learners that allows them to write letters in the air as you mention them.Flash letter cards in the air as learners make its sounds. Sing songs that teaches the target sounds for the day.Through pick and write activity, revise writing of capital letters with learners.A B C DWhiles going round and encouraging them, have learners write them in their books.If need be, learners may first write these letters by tracing and/or joining dots. Ensure correct sitting posture and correct grip of the writing toolAssessment Let learners write these strokes in their booksA B C D | Word cards, sentence cards, letter cards, handwriting on a manila card |
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