



MINISTRY of EDUCATION
YOUTH & INFORMATION

Lesson Plan for Term 2

Grade: 1B

Subject: Language Arts

Duration: 1x5

Day 1

Strand: Speaking and Listening /Comprehension

Topic: Making Predictions

Attainment Targets:

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively.
- Use deduction and inference to interpret information and ideas to predict outcomes.

Specific Objectives:

By the end of the lesson, the students should be able to:

- Make simple inferences and reasonable predictions during read aloud activity.
- Retell a story after listening, ordering events using story language.
- Talk about and dramatize scenes depicted in a given story and pictures.

Materials: Story book-Goldilocks and the Three Bears, blank paper, and the good readers tip chart

Skills: Speaking and listening, predicting outcomes, and retell stories in sequence

Strategy: Read Aloud, DLTA and Grand Discussion

Content Summary:

- Good readers use pictures and details in a story to guess what will happen next in the story.
- Good readers use special words to tell the order in which the story happen-first, then, next and finally.



**MINISTRY of EDUCATION
YOUTH & INFORMATION**

Whole Group-20 Minutes

1. The students and teacher will sing the song, “Daddy Finger, Mommy Finger” to introduce the lesson. The students will be asked to name the members of the family named in the song.
2. The good readers’ tips will be shared with the students. They will read the tips with the teacher and the teacher will explain what they mean (see content summary).
3. The cover of the storybook will be shown to the students. They will engaged in a discussion during which they will be asked possible questions such as:
 - Tell me some of the things that you see on the cover of the book?
 - How many members do you see in the family of bears?
 - Based on the cover of the book, what do you think the story will be about?
4. The students will be asked to listen as the teacher reads the story, Stops will be made at specific points, allowing the students to make predictions and modify their predictions about the events in the story.
5. The students and teacher will talk about the story and they will be encouraged to retell the events in the story using words such as first, then, next and finally.

Small Group- 30 Minutes

Groups 1and 2- Above Grade Level

Independent

The students will talk with each other about their favourite parts of the story, using the story language presented. They will also create a short dramatization showing their favourite parts.

Group 3- Below Grade Level

Teacher Guided

The students will be reminded of the second good readers tip and they will be asked the following questions by the teacher about the story. They will then select their favourite part of the story and then draw a picture of it (using any of the words: first, then, next or finally).

1. What was the first thing that happened in the story?
2. What happened next in the story?
3. How did the story finally end?

Independent



MINISTRY of EDUCATION
YOUTH & INFORMATION

The students will continue to draw their pictures on their own.

Group 4- Below Grade Level

Independent

The students will talk with each other about the events that happen in the story, using story language. They will also share their favourite parts of the story and say why it is their favourite part.

Teacher Guided (15 minutes)

The students, with teacher support, will draw three pictures to show the order in which the events in the story happen. They will also write one sentence under each picture, explaining what is being depicted.

Whole Group (10 minutes)

The students will share their pictures and present the dramatization and talk about them with the teacher.

Evaluate: Teacher will check that students are retelling the story in the correct order and that they are using the story words.

Evaluation:



MINISTRY of EDUCATION
YOUTH & INFORMATION

Day 2

Strand: Word Recognition and Fluency

Topic: Phonics-Letter P

Attainment Targets:

- Develop phonemic awareness and use knowledge of letter sound correspondence in order to decode unfamiliar words.

Specific Objectives:

By the end of the lesson, the students should be able to:

- Produce the /p/ sound in isolation.
- Practice the mouth formation for the /p/ based on model provided.
- Segment at least three “P” words into the constituent phonemes.
- Use P words to compose sentences.

Materials: video clip from www.youtube.com/watch?v=Mlusugnvk , Elkonin Boxes, sentence strip, multimedia projector, laptop computer and speakers.

Skills: speaking, listening, isolate and produce phonemes, reading and writing.

Strategy: Get your mouth ready

Content Summary: The letter P is a consonant and it has one special sound. We can hear the sound of the letter P in words such as pen, pop, party and post.

Whole Group (20 minutes)

1. The students will be asked to listen as the teacher recites a short jingle with the repetitive /p/ twice. They will be presented with a chart with the jingle written and invited to recite it with the teacher a third time.
2. The students will be engaged in a discussion during which they will be asked possible questions such as:
 - What sound did you hear the most? Make the sound.
 - What are some of the words that have the /p/ sound in the jingle?



**MINISTRY of EDUCATION
YOUTH & INFORMATION**

The students' responses to the second question will be written on the board. The teacher will underline the letter P in each word. The teacher will explain to the students what makes the letter P special (see content summary).

3. As the students observe, the letter P will be identified within the words and the /p/ sound will be modeled by the teacher at least twice. The students will be invited to produce the /p/ sound, using the get your mouth ready strategy.
4. The students will be presented with a video clip from YouTube.com about the letter P. From the video, the following words will be selected: pen, and pop. The teacher will then demonstrate, using the Elkonin Boxes on the board, how to segment the word pen into its constituent phonemes. The students and teacher will work together to segment the word pop into phonemes, using a different colour marker for the P.

Small Group (30 minutes)

Groups 3 and 4- Below Grade Level

Independent

The students will be given 3 P words from the jingle to segment into phonemes using the Elkonin boxes. They will also select any 2 of those words to make sentences of their own.

Group 1- Above Grade Level

Teacher Guided

The students will watch the video clip again. They will write down 5 P words from the clip. With teacher support, through demonstration, the students will be shown how to segment the word into their individual phonemes using the Elkonin Boxes and use those words to create their own jingle.

Independent

The students will work on their own to construct sentences using all five words selected.

Group 2-Above Grade Level

Independent

The students will come up with their own P words to write in sentences, using sentence strips to read aloud.

Teacher Guided

The teacher will listen as the students read their sentences and clarify any misconceptions that they may have. The students will be asked to segment their word into phonemes

Whole Group (10 minutes)



MINISTRY of EDUCATION
YOUTH & INFORMATION

The students will share the activities done in their groups and recite the jingle.

Evaluation:

Day 3

Strand: Grammar and Conventions

Topic: Plurals (adding s)

Attainment Targets:

- Use and adapt a range of sentence structures according to context, distinguish between SJE and JC.
- Write sentences which are grammatically accurate, correctly punctuated, using SJE and JC appropriately.

Specific Objective:

By the end of the lesson, the students should be able to:

- Make at least three singular nouns plural by adding –s.

Materials: storybook- The Hungry Thing, picture cards, Pictures

Skills: use singular and plural nouns, speaking and listening.

Strategy: Guided Discussion, Read aloud

Content Summary: We can make most nouns plural by adding –s at the end. Some examples of plural nouns are cookies, bananas, towns and pancakes.

Whole Group (20 minutes)

1. The students will be presented with pictures showing cookies, bananas and pancakes. They will be engaged in a discussion during which they will be asked to tell whether the pictures are showing one or more than one.
2. The students will be asked to remind the teacher how most common nouns can be made plural (by adding –s (see content summary).The students will be asked for other nouns that they know which can be made plural by adding –s. Their responses will be written on the



MINISTRY of EDUCATION
YOUTH & INFORMATION

board. A line will be drawn through those nouns suggested by the students which do not follow this grammar rule.

3. The students will be engaged in a read aloud of the story, The Hungry Thing. They will be asked to listen for the plural nouns in the story.
4. The students and teacher will discuss the story during which they will be asked to tell the plural nouns that they heard in the story.

Small Groups (30minutes)

Groups 1 and 2- Above Grade Level

Independent

The students will be presented with the following table to complete and to use any three of the word to make sentences using the plural form.

Singular Nouns	Plural Nouns
house	The _____ are painted in yellow.
tree	All the _____ are bending in the wind.
cats	I saw a lot of _____ while coming to school.
pancake	We had _____ for breakfast this morning.
lollipop	I have two _____ for you.

Group 3- Below Grade level

Independent

The students will be presented with pictures for a sorting activity. They will be asked to sort the pictures into categories- singular and plural based on what is shown on the picture.

Teacher Guided

The students will show the pictures that they have sorted into the plural group and write the names. The teacher will clarify any misunderstanding and remind the students of the rule for making nouns plural.

Group 4- Below Grade Level

Teacher Guided

The teacher will reread the story and remind them of the rule for making nouns plural. The students will use 3-5 given words from the story to make sentences.



MINISTRY of EDUCATION
YOUTH & INFORMATION

Independent

The students will continue to work on their own to make their sentences.

Whole Group (10 minutes)

The students will share what was done in their groups.

Evaluation:



MINISTRY of EDUCATION
YOUTH & INFORMATION

Day 4

Strand: Reading for Fluency

Topic: Observing punctuation and reading with expression

Attainment Target:

- Read for meaning, fluency and enjoyment

Specific Objectives:

By the end of the lesson, students should be able to:

- Read aloud fluently at correct pace.
- Observe punctuation mark (full stop) to assist with smooth reading.
- Read text given with expression.

Skills: listening, speaking, reading, writing

Materials: Literacy 1-2-3 Text: **I Am Growing**, sentence strips

Strategies: Echo Reading, Choral Reading, Readers Theatre

Content Summary: Good readers pay attention to the punctuation marks in a sentence while reading. A full stop at the end of a sentence tells us that we must stop or pause for a while. The full stop shows the end of a sentence. We usually lower our voice at the end of the sentence.

Whole Group (20 minutes)

1. The students will listen as the teacher will read aloud the story in Text: **I am Growing** Pages 1-6.
2. The teacher will highlight the first sentence of the story on a sentence strip. Show the beginning of the sentence, the end of the sentence and the full stop.
3. The students will be informed that when good readers come to the end of a sentence, as indicated by the full stop, they stop or pause for a while before reading the next sentence (see content summary).



MINISTRY of EDUCATION
YOUTH & INFORMATION

4. The students will be engaged in an Echo Reading activity (**Teacher reads and students repeat**) to demonstrate this.
 5. Continue process until all sentences are read.
 6. The students will identify and read specific sentences.
- Small Group (30 minutes)**

Groups 3 and 4 –At Grade Level

Independent

The students will be grouped in pairs. Each pair will be given at least two sentence strips with sentences from the story. The students will practice reading sentence strips together.

Group 3- Below Grade Level

Teacher Guided

The students will be told that we can make our story/ passage interesting by the way we read the words. They will be asked to listen carefully as the sentences are re-read with expression by the teacher.

Independent

The students will engage in a Choral Reading of the text.

Group 4- Above Grade Level

Independent

Students read sentence strips with expression to partner reversing roles as listener and reader.

Teacher Guided

The students will be told that we can make our story/ passage interesting by the way we read the words. They will be asked to listen carefully as the sentences are re-read with expression by the teacher.

Whole Class (10 minutes)

The students will be asked to demonstrate fluent reading.

Evaluation:



MINISTRY of EDUCATION
YOUTH & INFORMATION

Day: 5

Strand: Writing

Topic: Composing sentences

Attainment Target:

- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing.

Objective:

By the end of the lesson, the students should be able to:

- Write multiple sentences to support main ideas.

Skills: speaking, reading, writing, viewing, listening

Materials: Literacy 1-2-3 Big Book-**Happy Family** (Pages 1-5) word tiles, sentence construction checklist

Strategy: 3 Ws

Content Summary:

A sentence is made up of a group of words that make sense. A sentence may give the name of a person or thing. It may tell what the person or thing is doing. A sentence begins with a capital letter and ends with a full stop.

Whole Group (20 minutes)

1. The students will be presented with a picture of a boy playing with his family.
2. The students will be guided by the teacher to generate sentences about the picture using the 5 Ws as guide.

Who is this?	This is John.
What is John doing?	John is running.
Where is John going?	John is going to school.



MINISTRY of EDUCATION
YOUTH & INFORMATION

3. The student's responses will be written on the board by the teacher.
4. The students and teacher will read the sentences.
5. The students will be introduced to a simple sentence construction checklist and they will be guided to use the checklist to assess the sentences.

Small Group (30 Minutes)

Groups 1 and 4 Independent

The students will be presented with a picture. They will work in pairs to generate a few sentences and use the checklist to evaluate them.

Group 2 Independent

The students will be provided with a number of sentences on board/chart. They will read the sentences orally and use the checklist to evaluate them.

Teacher Guided

The students and teacher will revisit the checklist to re-evaluate the sentences.

Group 3-Teacher Guided

The students will be provided with word tiles to make sentences. They will use the checklist with teacher support to evaluate the sentences.

Independent

The students will continue to work on their own to create sentences and evaluate them.

Whole Group (10 minutes)

The students will share their sentences to be evaluated by the class.

Evaluation: