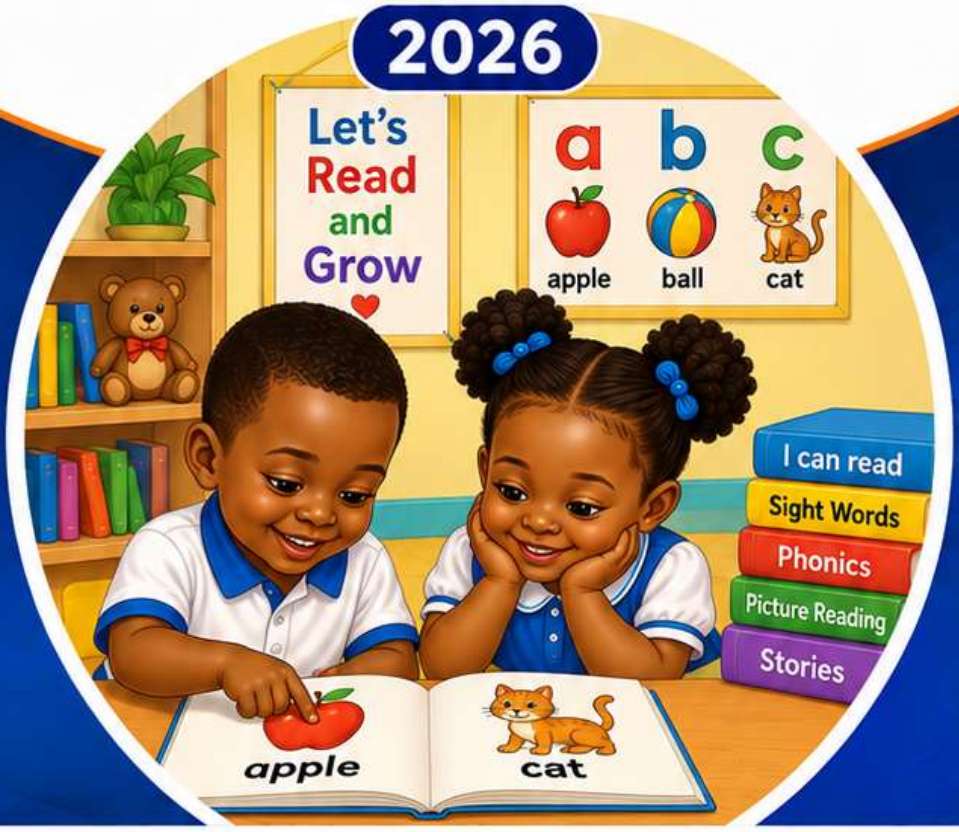
ASBAT
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BABY CLASS READING
LESSON PLANS BOOKLET
TERM III
2026



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BABY CLASS

READING

LESSON PLANS BOOKLET

TERM III – 2026

Based on the NCDC Nursery (Baby Class) Reading Syllabus
Reference: Baby Class Reading Lesson Notes, Term III 2026

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TOPICAL BREAKDOWN – BABY CLASS READING, TERM III 2026

The breakdown below shows the work to be covered in each week and period of the term.

WEEK	PERIOD	TOPIC	SUB-TOPIC	CONTENT (OUTLINES)	REFERENCE
1	1	OUR SOUNDS	SHADE THE SOUND – G	g, goat, gun	Our sounds
1	2	OUR SOUNDS	SHADE THE SOUND – O	o, orange, open book	Our sounds
1	3	OUR SOUNDS	SHADE THE SOUND – U	u, umbrella	Our sounds
1	4	OUR SOUNDS	SHADE THE SOUND – L	l, ladder, lemon	Our sounds
1	5	OUR SOUNDS	SHADE THE SOUND – F	f, fish, flag	Our sounds
2	1	OUR SOUNDS	SHADE THE SOUND – B	b, ball, book	Our sounds
2	2	OUR SOUNDS	TRACE THE SOUND – G	g, goat, gun	Our sounds
2	3	OUR SOUNDS	TRACE THE SOUND – O	o, orange, open book	Our sounds
2	4	OUR SOUNDS	TRACE THE SOUND – U	u, umbrella	Our sounds
2	5	OUR SOUNDS	TRACE THE SOUND – L	l, ladder, lemon	Our sounds
3	1	OUR SOUNDS	TRACE THE SOUND – F	f, fish, flag	Our sounds
3	2	OUR SOUNDS	TRACE THE SOUND – B	b, ball, book	Our sounds
3	3	OUR SOUNDS	SOUND AND DRAW – G, O	g, o	Our sounds
3	4	OUR SOUNDS	CIRCLE THE GIVEN SOUND – U, L	u, l	Our sounds
3	5	OUR SOUNDS	SOUND AND MATCH – B	b	Our sounds
4	1	OUR SOUNDS	MATCH THE SAME SOUNDS – G, O, U	g, o, u	Our sounds
4	2	OUR SOUNDS	MATCH AND WRITE – L, F, B	l, f, b	Our sounds
4	3	OUR SOUNDS	CIRCLE THE SAME SOUNDS	g, u, f, o	Our sounds
4	4	OUR SOUNDS	CIRCLE THE GIVEN SOUND – G, U, L, O	g, u, l, o	Our sounds

WEEK	PERIOD	TOPIC	SUB-TOPIC	CONTENT (OUTLINES)	REFERENCE
4	5	OUR SOUNDS	SOUND AND MATCH – G, O, U, L, F	g, o, u, l, f	Our sounds
5	1	OUR SOUNDS	MATCH AND WRITE – O, U, L, G, F, B	o, u, l, g, f, b	Our sounds
5	2	OUR SOUNDS	COLOUR THE CORRECT PICTURE FOR THE SOUND	g, o, u, l, f	Our sounds
5	3	OUR SOUNDS	SOUND AND DRAW – G, O, B, L, F	g, o, b, l, f	Our sounds
5	4	OUR SOUNDS	SOUND AND DRAW – S, A, T, P	s, a, t, p	Our sounds
5	5	OUR SOUNDS	SOUND AND DRAW – C, K, D, E, M	c, k, d, e, m	Our sounds
6	1	OUR SOUNDS	WRITE THE FIRST SOUND	first, sound, word, picture, write	Our sounds
6	2	OUR SOUNDS	VOWELS – MATCH THE SAME	a, e, i, o, u	Our sounds
6	3	OUR SOUNDS	VOWELS – MATCH AND WRITE	A, E, I, O, U	Our sounds
6	4	JOINING SOUNDS INTO WORDS	JOIN AND FORM WORDS – AM, AN, AS	am, an, as, join, word	Joining sounds into words
6	5	JOINING SOUNDS INTO WORDS	JOIN AND FORM WORDS – AT, IS, IN	at, is, in, join, read	Joining sounds into words
7	1	JOINING SOUNDS INTO WORDS	JOIN AND READ – SAT, PIN, IN, TIN	sat, pin, in, tin, read	Joining sounds into words
8 – 10	1 – 3	**REVISION AND END OF TERM ASSESSMENT**	Revision of all work covered in Term III	Our sounds; vowels; joining sounds into words	Weeks 1 – 7

BABY CLASS READING LESSON PLANS – TERM III

WEEK 1

LESSON PLAN 1: WEEK 1 PERIOD 1

DATE: _____ | **CLASS:** Baby Class | **NO. OF LEARNERS:** _____

SUBJECT: READING | **TIME:** 20 Minutes | **TERM:** III, 2026

TOPIC: OUR SOUNDS

SUB TOPIC: SHADE THE SOUND – G

TEACHING AIDS / KEY SOUNDS: A large letter card for the sound g and pictures of goat, gun

SPELLINGS

1. g
2. goat
3. gun

CONTENT

Our sounds

A sound is the noise a letter makes when we say it.

The sound for today

- the sound g

Words that begin with this sound

- goat
- gun

Shading

To shade means to colour inside the letter without going outside the lines.

COMPETENCES (The learner;)

- Says the sound g clearly
- Names things beginning with g
- Points at the letter g on the chart
- Holds the crayon correctly
- Shades inside the lines
- Shades the whole letter
- Keeps the book clean

METHODS

- Song and rhyme
- Play and sounding
- Demonstration
- Guided practice

LIFE SKILLS / VALUES

- Listening
- Neatness
- Patience
- Taking turns

TEACHING / LEARNING MATERIALS

- Large letter cards of the sounds
- A sounds chart on the wall
- Picture cards of things beginning with each sound
- Crayons
- Drawing books
- Reference: Baby Class Reading notes, Term III

LESSON DEVELOPMENT (5Es MODEL)

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
3 mins	**ENGAGE**	• Sings: "g, g, g, goat begins with g!" • Holds up the letter card and asks: "What sound is this?"	Song and action, Question and answer	• Sing and say the sound g • Name the picture • Clap on the sound
5 mins	**EXPLORE**	• Shows the pictures of goat, gun • Asks: "What sound do you hear at the beginning?" • Passes the letter card round for learners to feel	Play, Observation	• Name each picture • Say the sound g aloud • Trace the letter card with a finger
6 mins	**EXPLAIN**	• Writes the sound g large on the chalkboard and says it aloud • Shows how to shade slowly inside the lines • Says: "We shade inside the letter only."	Demonstration, Explanation	• Say the sound after the teacher • Watch the teacher shade • Shade in the air with a finger
3 mins	**ELABORATE**	• Gives out books and crayons • Moves round guiding each learner's hand and praising neat work	Guided practice	• Shade the letter neatly • Show their work to the teacher

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
2 mins	**EVALUATE**	• Holds up the letter and asks: "What sound is this?"	Oral questioning	• Say the sound g
1 min	**EXTEND**	• Tells learners: "At home, find something that begins with g." • Next lesson: "Shade the sound o"	Home activity, Topic preview	• Listen to the home activity

ACTIVITY

Learners say the sound g, name things that begin with it, then shade the letter.

EXERCISE

1. Shade the sound g.
2. Say the sound g to your teacher.
3. Name one thing that begins with g.

REFERENCE: Baby Class Reading notes, Term III – Our sounds

LESSON EVALUATION

Strengths observed:

_____

Areas needing improvement:

_____

Way forward / Remedial action:

_____

Teacher's signature: _____ **Date:** _____

LESSON PLAN 2: WEEK 1 PERIOD 2

DATE: _____ | **CLASS:** Baby Class | **NO. OF LEARNERS:** _____

SUBJECT: READING | **TIME:** 20 Minutes | **TERM:** III, 2026

TOPIC: OUR SOUNDS

SUB TOPIC: SHADE THE SOUND – O

TEACHING AIDS / KEY SOUNDS: A large letter card for the sound o and pictures of orange, open book

SPELLINGS

1. o
2. orange
3. open book

CONTENT

Our sounds

A sound is the noise a letter makes when we say it.

The sound for today

- the sound o

Words that begin with this sound

- orange
- open book

Shading

To shade means to colour inside the letter without going outside the lines.

COMPETENCES (The learner;)

- Says the sound o clearly
- Names things beginning with o
- Points at the letter o on the chart
- Holds the crayon correctly
- Shades inside the lines
- Shades the whole letter
- Keeps the book clean

METHODS

- Song and rhyme
- Play and sounding
- Demonstration

- Guided practice

LIFE SKILLS / VALUES

- Listening
- Neatness
- Patience
- Taking turns

TEACHING / LEARNING MATERIALS

- Large letter cards of the sounds
- A sounds chart on the wall
- Picture cards of things beginning with each sound
- Crayons
- Drawing books
- Reference: Baby Class Reading notes, Term III

LESSON DEVELOPMENT (5Es MODEL)

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
3 mins	**ENGAGE**	• Sings: "o, o, o, orange begins with o!" • Holds up the letter card and asks: "What sound is this?"	Song and action, Question and answer	• Sing and say the sound o • Name the picture • Clap on the sound
5 mins	**EXPLORE**	• Shows the pictures of orange, open book • Asks: "What sound do you hear at the beginning?" • Passes the letter card round for learners to feel	Play, Observation	• Name each picture • Say the sound o aloud • Trace the letter card with a finger
6 mins	**EXPLAIN**	• Writes the sound o large on the chalkboard and says it aloud • Shows how to shade slowly inside the lines • Says: "We shade inside the letter only."	Demonstration, Explanation	• Say the sound after the teacher • Watch the teacher shade • Shade in the air with a finger
3 mins	**ELABORATE**	• Gives out books and crayons • Moves round guiding each learner's hand and praising neat work	Guided practice	• Shade the letter neatly • Show their work to the teacher
2 mins	**EVALUATE**	• Holds up the letter and asks: "What sound is this?"	Oral questioning	• Say the sound o
1 min	**EXTEND**	• Tells learners: "At home, find something that begins	Home activity, Topic preview	• Listen to the home activity

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
		with o." • Next lesson: "Shade the sound u"		

ACTIVITY

Learners say the sound o, name things that begin with it, then shade the letter.

EXERCISE

1. Shade the sound o.
2. Say the sound o to your teacher.
3. Name one thing that begins with o.

REFERENCE: Baby Class Reading notes, Term III – Our sounds

LESSON EVALUATION

Strengths observed:

_____

Areas needing improvement:

_____

Way forward / Remedial action:

_____

Teacher's signature: _____ **Date:** _____

LESSON PLAN 3: WEEK 1 PERIOD 3

DATE: _____ | **CLASS:** Baby Class | **NO. OF LEARNERS:** _____

SUBJECT: READING | **TIME:** 20 Minutes | **TERM:** III, 2026

TOPIC: OUR SOUNDS

SUB TOPIC: SHADE THE SOUND – U

TEACHING AIDS / KEY SOUNDS: A large letter card for the sound u and pictures of umbrella

SPELLINGS

1. u
2. umbrella

CONTENT

Our sounds

A sound is the noise a letter makes when we say it.

The sound for today

- the sound u

Words that begin with this sound

- umbrella

Shading

To shade means to colour inside the letter without going outside the lines.

COMPETENCES (The learner;)

- Says the sound u clearly
- Names things beginning with u
- Points at the letter u on the chart
- Holds the crayon correctly
- Shades inside the lines
- Shades the whole letter
- Keeps the book clean

METHODS

- Song and rhyme
- Play and sounding
- Demonstration
- Guided practice

LIFE SKILLS / VALUES

- Listening
- Neatness
- Patience
- Taking turns

TEACHING / LEARNING MATERIALS

- Large letter cards of the sounds
- A sounds chart on the wall
- Picture cards of things beginning with each sound
- Crayons
- Drawing books
- Reference: Baby Class Reading notes, Term III

LESSON DEVELOPMENT (5Es MODEL)

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
3 mins	**ENGAGE**	• Sings: "u, u, u, umbrella begins with u!" • Holds up the letter card and asks: "What sound is this?"	Song and action, Question and answer	• Sing and say the sound u • Name the picture • Clap on the sound
5 mins	**EXPLORE**	• Shows the pictures of umbrella • Asks: "What sound do you hear at the beginning?" • Passes the letter card round for learners to feel	Play, Observation	• Name each picture • Say the sound u aloud • Trace the letter card with a finger
6 mins	**EXPLAIN**	• Writes the sound u large on the chalkboard and says it aloud • Shows how to shade slowly inside the lines • Says: "We shade inside the letter only."	Demonstration, Explanation	• Say the sound after the teacher • Watch the teacher shade • Shade in the air with a finger
3 mins	**ELABORATE**	• Gives out books and crayons • Moves round guiding each learner's hand and praising neat work	Guided practice	• Shade the letter neatly • Show their work to the teacher
2 mins	**EVALUATE**	• Holds up the letter and asks: "What sound is this?"	Oral questioning	• Say the sound u
1 min	**EXTEND**	• Tells learners: "At home, find something that begins with u." • Next lesson: "Shade the sound l"	Home activity, Topic preview	• Listen to the home activity

ACTIVITY

Learners say the sound u, name things that begin with it, then shade the letter.

EXERCISE

1. Shade the sound u.
2. Say the sound u to your teacher.
3. Name one thing that begins with u.

REFERENCE: Baby Class Reading notes, Term III – Our sounds

LESSON EVALUATION

Strengths observed:

_____

Areas needing improvement:

_____

Way forward / Remedial action:

_____

Teacher's signature: _____ **Date:** _____

LESSON PLAN 4: WEEK 1 PERIOD 4

DATE: _____ | **CLASS:** Baby Class | **NO. OF LEARNERS:** _____

SUBJECT: READING | **TIME:** 20 Minutes | **TERM:** III, 2026

TOPIC: OUR SOUNDS

SUB TOPIC: SHADE THE SOUND – L

TEACHING AIDS / KEY SOUNDS: A large letter card for the sound l and pictures of ladder, lemon

SPELLINGS

1. l
2. ladder
3. lemon

CONTENT

Our sounds

A sound is the noise a letter makes when we say it.

The sound for today

- the sound l

Words that begin with this sound

- ladder
- lemon

Shading

To shade means to colour inside the letter without going outside the lines.

COMPETENCES (The learner;)

- Says the sound l clearly
- Names things beginning with l
- Points at the letter l on the chart
- Holds the crayon correctly
- Shades inside the lines
- Shades the whole letter
- Keeps the book clean

METHODS

- Song and rhyme
- Play and sounding
- Demonstration

- Guided practice

LIFE SKILLS / VALUES

- Listening
- Neatness
- Patience
- Taking turns

TEACHING / LEARNING MATERIALS

- Large letter cards of the sounds
- A sounds chart on the wall
- Picture cards of things beginning with each sound
- Crayons
- Drawing books
- Reference: Baby Class Reading notes, Term III

LESSON DEVELOPMENT (5Es MODEL)

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
3 mins	**ENGAGE**	• Sings: "l, l, l, ladder begins with l!" • Holds up the letter card and asks: "What sound is this?"	Song and action, Question and answer	• Sing and say the sound l • Name the picture • Clap on the sound
5 mins	**EXPLORE**	• Shows the pictures of ladder, lemon • Asks: "What sound do you hear at the beginning?" • Passes the letter card round for learners to feel	Play, Observation	• Name each picture • Say the sound l aloud • Trace the letter card with a finger
6 mins	**EXPLAIN**	• Writes the sound l large on the chalkboard and says it aloud • Shows how to shade slowly inside the lines • Says: "We shade inside the letter only."	Demonstration, Explanation	• Say the sound after the teacher • Watch the teacher shade • Shade in the air with a finger
3 mins	**ELABORATE**	• Gives out books and crayons • Moves round guiding each learner's hand and praising neat work	Guided practice	• Shade the letter neatly • Show their work to the teacher
2 mins	**EVALUATE**	• Holds up the letter and asks: "What sound is this?"	Oral questioning	• Say the sound l
1 min	**EXTEND**	• Tells learners: "At home, find something that begins	Home activity, Topic preview	• Listen to the home activity

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
		with l." • Next lesson: "Shade the sound f"		

ACTIVITY

Learners say the sound l, name things that begin with it, then shade the letter.

EXERCISE

1. Shade the sound l.
2. Say the sound l to your teacher.
3. Name one thing that begins with l.

REFERENCE: Baby Class Reading notes, Term III – Our sounds

LESSON EVALUATION

Strengths observed:

_____

Areas needing improvement:

_____

Way forward / Remedial action:

_____

Teacher's signature: _____ **Date:** _____

LESSON PLAN 5: WEEK 1 PERIOD 5

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Shows the pictures of fish, flag • Asks: "What sound do you hear at the beginning?" • Passes the letter card round for learners to feel	Play, Observation	• Name each picture • Say the sound f aloud • Trace the letter card with a finger
3 mins	**ELABORATE**	• Gives out books and crayons • Moves round guiding each learner's hand and praising neat work	Guided practice	• Shade the letter neatly • Show their work to the teacher
1 min	**EXTEND**	• Tells learners: "At home, find something that begins	Home activity, Topic preview	• Listen to the home activity

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
		with f." • Next lesson: "Shade the sound b"		

WEEK 2

LESSON PLAN 6: WEEK 2 PERIOD 1

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Shows the pictures of ball, book • Asks: "What sound do you hear at the beginning?" • Passes the letter card round for learners to feel	Play, Observation	• Name each picture • Say the sound b aloud • Trace the letter card with a finger
3 mins	**ELABORATE**	• Gives out books and crayons • Moves round guiding each learner's hand and praising neat work	Guided practice	• Shade the letter neatly • Show their work to the teacher

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
1 min	**EXTEND**	• Tells learners: "At home, find something that begins with b." • Next lesson: "Trace the sound g"	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 7: WEEK 2 PERIOD 2

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Asks learners to trace the sound g in the sand tray with a finger • Asks: "What sound is this? What begins with it?"	Play, Guided discovery	• Trace in the sand with a finger • Say the sound g • Name a word beginning with g
3 mins	**ELABORATE**	• Gives out books • Moves round guiding hands and checking pencil grip	Guided practice	• Trace the sound in their books • Show their work to the teacher

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
1 min	**EXTEND**	• Tells learners: "At home, trace g in the sand with your finger." • Next lesson: "Trace the sound o"	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 8: WEEK 2 PERIOD 3

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Asks learners to trace the sound o in the sand tray with a finger • Asks: "What sound is this? What begins with it?"	Play, Guided discovery	• Trace in the sand with a finger • Say the sound o • Name a word beginning with o
3 mins	**ELABORATE**	• Gives out books • Moves round guiding hands and checking pencil grip	Guided practice	• Trace the sound in their books • Show their work to the teacher

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
1 min	**EXTEND**	• Tells learners: "At home, trace o in the sand with your finger." • Next lesson: "Trace the sound u"	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 9: WEEK 2 PERIOD 4

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Asks learners to trace the sound u in the sand tray with a finger • Asks: "What sound is this? What begins with it?"	Play, Guided discovery	• Trace in the sand with a finger • Say the sound u • Name a word beginning with u
3 mins	**ELABORATE**	• Gives out books • Moves round guiding hands and checking pencil grip	Guided practice	• Trace the sound in their books • Show their work to the teacher
1 min	**EXTEND**	• Tells learners: "At home, trace u in the sand with	Home activity, Topic preview	• Listen to the home activity

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
		your finger." • Next lesson: "Trace the sound l"		

LESSON PLAN 10: WEEK 2 PERIOD 5

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Asks learners to trace the sound l in the sand tray with a finger • Asks: "What sound is this? What begins with it?"	Play, Guided discovery	• Trace in the sand with a finger • Say the sound l • Name a word beginning with l
3 mins	**ELABORATE**	• Gives out books • Moves round guiding hands and checking pencil grip	Guided practice	• Trace the sound in their books • Show their work to the teacher

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
1 min	**EXTEND**	• Tells learners: "At home, trace l in the sand with your finger." • Next lesson: "Trace the sound f"	Home activity, Topic preview	• Listen to the home activity

WEEK 3

LESSON PLAN 11: WEEK 3 PERIOD 1

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Asks learners to trace the sound f in the sand tray with a finger • Asks: "What sound is this? What begins with it?"	Play, Guided discovery	• Trace in the sand with a finger • Say the sound f • Name a word beginning with f
3 mins	**ELABORATE**	• Gives out books • Moves round guiding hands and checking pencil grip	Guided practice	• Trace the sound in their books • Show their work to the teacher

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
1 min	**EXTEND**	• Tells learners: "At home, trace f in the sand with your finger." • Next lesson: "Trace the sound b"	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 12: WEEK 3 PERIOD 2

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Asks learners to trace the sound b in the sand tray with a finger • Asks: "What sound is this? What begins with it?"	Play, Guided discovery	• Trace in the sand with a finger • Say the sound b • Name a word beginning with b
3 mins	**ELABORATE**	• Gives out books • Moves round guiding hands and checking pencil grip	Guided practice	• Trace the sound in their books • Show their work to the teacher

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
1 min	**EXTEND**	• Tells learners: "At home, trace b in the sand with your finger." • Next lesson: "Sound and draw – g, o"	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 13: WEEK 3 PERIOD 3

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Spreads the picture cards on the mat • Says a sound and asks: "Which picture begins with this sound?" • Repeats for each sound	Play, Guided discovery	• Listen to the sound • Pick the right picture • Say the word aloud
3 mins	**ELABORATE**	• Gives out books and crayons • Moves round guiding each learner	Guided practice	• Draw a thing for each sound • Colour their work
1 min	**EXTEND**	• Tells learners: "At home, find something beginning	Home activity, Topic preview	• Listen to the home activity

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
		with g.” • Next lesson: “Circle the given sound – u, l”		

LESSON PLAN 14: WEEK 3 PERIOD 4

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Scatters the letter cards on the mat • Asks: "Find two letters that are the same." • Asks learners to say the sound each time	Play, Guided discovery	• Pick up the cards • Find the matching pairs • Say the sound aloud
3 mins	**ELABORATE**	• Gives out books and guides learners through each row	Guided practice	• Circle the correct sound in each row • Show their work to the teacher
1 min	**EXTEND**	• Tells learners: "At home, say the sounds u and l for mummy." • Next lesson: "Sound and match – b"	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 15: WEEK 3 PERIOD 5

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Spreads the picture cards on the mat • Says a sound and asks: "Which picture begins with this sound?" • Repeats for each sound	Play, Guided discovery	• Listen to the sound • Pick the right picture • Say the word aloud
3 mins	**ELABORATE**	• Gives out books and crayons • Moves round guiding each learner	Guided practice	• Join each sound to its picture • Colour their work
1 min	**EXTEND**	• Tells learners: "At home, find something beginning with b." • Next lesson: "Match the same sounds – g, o, u"	Home activity, Topic preview	• Listen to the home activity

WEEK 4

LESSON PLAN 16: WEEK 4 PERIOD 1

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Scatters the letter cards on the mat • Asks: "Find two letters that are the same." • Asks learners to say the sound each time	Play, Guided discovery	• Pick up the cards • Find the matching pairs • Say the sound aloud
3 mins	**ELABORATE**	• Gives out books and guides learners through each row	Guided practice	• Join the same sounds with a line • Show their work to the teacher

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
1 min	**EXTEND**	• Tells learners: "At home, say the sounds g, o and u aloud." • Next lesson: "Match and write – l, f, b"	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 17: WEEK 4 PERIOD 2

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Scatters the letter cards on the mat • Asks: "Find two letters that are the same." • Asks learners to say the sound each time	Play, Guided discovery	• Pick up the cards • Find the matching pairs • Say the sound aloud
3 mins	**ELABORATE**	• Gives out books and guides learners through each row	Guided practice	• Join the sounds and write each one • Show their work to the teacher
1 min	**EXTEND**	• Tells learners: "At home,	Home activity,	• Listen to the home activity

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
		write the sounds l, f and b." • Next lesson: "Circle the same sounds"	Topic preview	

LESSON PLAN 18: WEEK 4 PERIOD 3

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Scatters the letter cards on the mat • Asks: "Find two letters that are the same." • Asks learners to say the sound each time	Play, Guided discovery	• Pick up the cards • Find the matching pairs • Say the sound aloud
3 mins	**ELABORATE**	• Gives out books and guides learners through each row	Guided practice	• Circle the two sounds that are the same in each row • Show their work to the teacher

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
1 min	**EXTEND**	• Tells learners: "At home, say all your sounds for daddy." • Next lesson: "Circle the given sound"	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 19: WEEK 4 PERIOD 4

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Scatters the letter cards on the mat • Asks: "Find two letters that are the same." • Asks learners to say the sound each time	Play, Guided discovery	• Pick up the cards • Find the matching pairs • Say the sound aloud
3 mins	**ELABORATE**	• Gives out books and guides learners through each row	Guided practice	• Circle the given sound in each row • Show their work to the teacher

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
1 min	**EXTEND**	• Tells learners: "At home, say the sounds g, u, l and o." • Next lesson: "Sound and match – g, o, u, l, f"	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 20: WEEK 4 PERIOD 5

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Spreads the picture cards on the mat • Says a sound and asks: "Which picture begins with this sound?" • Repeats for each sound	Play, Guided discovery	• Listen to the sound • Pick the right picture • Say the word aloud
3 mins	**ELABORATE**	• Gives out books and	Guided practice	• Join each sound to its

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
		crayons • Moves round guiding each learner		picture • Colour their work
1 min	**EXTEND**	• Tells learners: "At home, find something beginning with g." • Next lesson: "Match and write – o, u, l, g, f, b"	Home activity, Topic preview	• Listen to the home activity

WEEK 5

LESSON PLAN 21: WEEK 5 PERIOD 1

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Scatters the letter cards on the mat • Asks: "Find two letters that are the same." • Asks learners to say the sound each time	Play, Guided discovery	• Pick up the cards • Find the matching pairs • Say the sound aloud

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
3 mins	**ELABORATE**	• Gives out books and guides learners through each row	Guided practice	• Join each sound to its picture and write the sound • Show their work to the teacher
1 min	**EXTEND**	• Tells learners: "At home, name one thing for each of your six sounds." • Next lesson: "Colour the correct picture for the sound"	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 22: WEEK 5 PERIOD 2

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Holds up two pictures and one letter card • Asks: "Which picture begins with this sound?" • Repeats for each sound	Observation, Guided discovery	• Look at both pictures • Point at the correct one • Say the word aloud

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
3 mins	**ELABORATE**	• Gives out crayons and books • Moves round checking that learners colour the correct picture	Guided practice	• Colour the correct picture for each sound • Show their work to the teacher
1 min	**EXTEND**	• Tells learners: "At home, name a thing that begins with f." • Next lesson: "Draw for the sound – g, o, b, l, f."	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 23: WEEK 5 PERIOD 3

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Spreads the picture cards on the mat • Says a sound and asks: "Which picture begins with this sound?" • Repeats for each sound	Play, Guided discovery	• Listen to the sound • Pick the right picture • Say the word aloud

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
3 mins	**ELABORATE**	• Gives out books and crayons • Moves round guiding each learner	Guided practice	• Draw a thing for each sound • Colour their work
1 min	**EXTEND**	• Tells learners: "At home, find something beginning with g." • Next lesson: "Draw for the sound – s, a, t, p"	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 24: WEEK 5 PERIOD 4

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Spreads the picture cards on the mat • Says a sound and asks: "Which picture begins with this sound?" • Repeats for each sound	Play, Guided discovery	• Listen to the sound • Pick the right picture • Say the word aloud
3 mins	**ELABORATE**	• Gives out books and crayons	Guided practice	• Draw a thing for each sound

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
		• Moves round guiding each learner		• Colour their work
1 min	**EXTEND**	• Tells learners: "At home, find something beginning with s." • Next lesson: "Draw for the sound – c, k, d, e, m"	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 25: WEEK 5 PERIOD 5

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Spreads the picture cards on the mat • Says a sound and asks: "Which picture begins with this sound?" • Repeats for each sound	Play, Guided discovery	• Listen to the sound • Pick the right picture • Say the word aloud

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
3 mins	**ELABORATE**	• Gives out books and crayons • Moves round guiding each learner	Guided practice	• Draw a thing for each sound • Colour their work
1 min	**EXTEND**	• Tells learners: "At home, find something beginning with c." • Next lesson: "Write the first sound"	Home activity, Topic preview	• Listen to the home activity

WEEK 6

LESSON PLAN 26: WEEK 6 PERIOD 1

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Shows each picture and asks learners to name it • Says the word slowly, stretching the first sound • Asks: "What sound did you hear first?"	Observation, Guided discovery	• Name the picture • Say the word slowly • Say the first sound

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
3 mins	**ELABORATE**	• Gives out books and guides learners through each picture	Guided practice	• Name each picture • Write its first sound
1 min	**EXTEND**	• Tells learners: "At home, say the first sound of your own name." • Next lesson: "Vowels – a, e, i, o, u."	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 27: WEEK 6 PERIOD 2

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Scatters the letter cards on the mat • Asks: "Find two letters that are the same." • Asks learners to say the sound each time	Play, Guided discovery	• Pick up the cards • Find the matching pairs • Say the sound aloud
3 mins	**ELABORATE**	• Gives out books and guides learners through	Guided practice	• Join the same vowels with a line

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
		each row		• Show their work to the teacher
1 min	**EXTEND**	• Tells learners: "At home, say the five vowels for mummy." • Next lesson: "Match and write – the vowels"	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 28: WEEK 6 PERIOD 3

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Scatters the letter cards on the mat • Asks: "Find two letters that are the same." • Asks learners to say the sound each time	Play, Guided discovery	• Pick up the cards • Find the matching pairs • Say the sound aloud
3 mins	**ELABORATE**	• Gives out books and guides learners through	Guided practice	• Join each vowel and write it in the space

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
		each row		• Show their work to the teacher
1 min	**EXTEND**	• Tells learners: "At home, write the five vowels." • Next lesson: "Join and form words"	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 29: WEEK 6 PERIOD 4

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Gives letter cards to learners and asks them to stand side by side • Asks the class to read the sounds, then push them together	Play, Guided discovery	• Hold up their letter • Stand in order • Read the sounds and the word

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
3 mins	**ELABORATE**	• Gives out books and guides learners to join and write	Guided practice	• Join the sounds • Write the word in the space • Read it aloud
1 min	**EXTEND**	• Tells learners: "At home, say 'I am' and your name." • Next lesson: "Join and form words – at, is, in"	Home activity, Topic preview	• Listen to the home activity

LESSON PLAN 30: WEEK 6 PERIOD 5

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Gives letter cards to learners and asks them to stand side by side • Asks the class to read the sounds, then push them together	Play, Guided discovery	• Hold up their letter • Stand in order • Read the sounds and the word

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
3 mins	**ELABORATE**	• Gives out books and guides learners to join and write	Guided practice	• Join the sounds • Write the word in the space • Read it aloud
1 min	**EXTEND**	• Tells learners: "At home, say 'in the house' to mummy." • Next lesson: "Join and read – sat, pin, in, tin"	Home activity, Topic preview	• Listen to the home activity

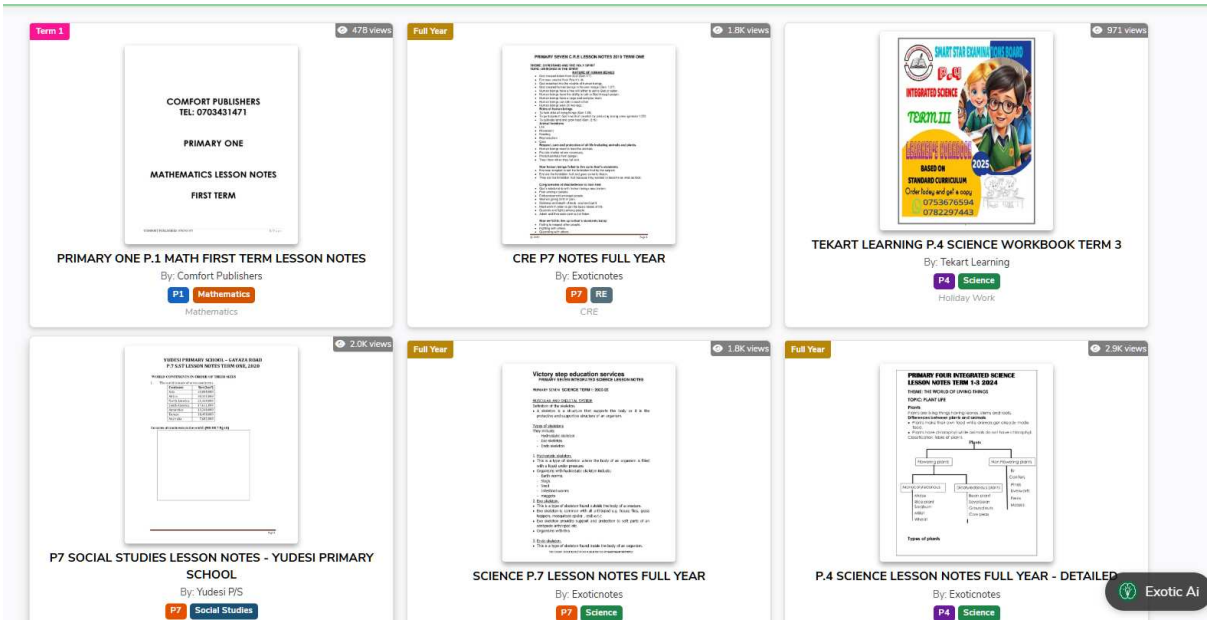
WEEK 7

LESSON PLAN 31: WEEK 7 PERIOD 1

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
5 mins	**EXPLORE**	• Gives letter cards to learners and asks them to stand side by side • Asks the class to read the sounds, then push them together	Play, Guided discovery	• Hold up their letter • Stand in order • Read the sounds and the word

TIME	STAGE	TEACHER'S ACTIVITY	METHODS / TECHNIQUES	LEARNERS' ACTIVITY
3 mins	**ELABORATE**	• Gives out books and guides learners to join and write	Guided practice	• Join the sounds • Write the word in the space • Read it aloud
1 min	**EXTEND**	• Tells learners: "At home, read the words sat, pin and tin to daddy." • Next lesson: "Revision and end of term assessment"	Home activity, Topic preview	• Listen to the home activity

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