

Webinar 2: Handout 9

Lesson plan template – Nigeria Reading and Access Research Activity (RARA)

The Nigeria Reading and Access Research Activity (RARA) developed a lesson content planning tool to guide content development. The contents of each daily lesson are described, term by term. *Opposite page:* The project also developed a lesson plan template to guide the development of the pupil book.

Content	Parameters
Syllable counting	3 words
Letters	2 taught explicitly
Syllables	2 taught explicitly
Decodable words	3 words, Term 1: 1–2 syllables; Term 2: 1–3 syllables; Term 3: 1–3 syllables
Decodable sentence	Term 1: sentence with 3–4 words; Term 2: 3–5 words; Term 3: 4–6 words
Illustration	Related to the passage, not overly complex. Will develop character, setting and actions. Possibly used for syllable counting.
Passage reading	Term 1: 8–12 words, 3–4 sentences with a repetitive structure; Term 2: 10–20 words, 4–5 sentences, less repetition; Term 3: 20–30 words, 5–6 sentences, even less repetition
Sight words	2–3 per week
Story Read Aloud	75–150 words per reading; include before, during, and after activities; 2 vocabulary words explicitly taught.

Theme <i>Guidelines:</i> Identify the theme for the week.			Description of the illustration for the story <i>Guidelines:</i> Describe the illustration for the illustrator. It should be related to the passage, as it will support word identification. It should not be overly complex. It might include images that are used in the Beat the Word activity. <i>Note:</i> We should identify core characters that appear throughout the 48 lessons (e.g., a named girl, a named boy) and possibly the same setting.	
Beat the Word <i>Guidelines:</i> List 4 words that have 2-4 syllables. Ideally, the words could be communicated through an illustration, and use sounds that are being taught that week. These words will not appear in the pupil book. They will only appear in the teacher guide.				
Letters <i>Guidelines:</i> <ul style="list-style-type: none"> Enter two per week Upper and lower case Even if they are not both new, we will teach two explicitly 	Movement for letter sound 1 <i>Guidelines:</i> The action should be something that either: <ol style="list-style-type: none"> Represents the sound of the letter (Example: A running engine can sometimes sound like the letter m) OR <ol style="list-style-type: none"> The first letter of the action makes the sound (Example: March for letter m) 	Movement for letter sound 2 <i>Guidelines:</i> <ul style="list-style-type: none"> Same guidelines as for the letter sound 1 Even if the letter sound movement was already introduced, please write the description here 	Passage reading <i>Guidelines:</i> <ul style="list-style-type: none"> Write a passage related to the theme. T1 passages should contain 8-10 words, 3-4 sentences (3 dominant); repetition of structure (Example: Mom is here. Dad is here. Dan is here. The family is together.) T2 passages should contain 10-30 words, 4-5 sentences (4 dominant) and less repetition than T1 passages. T3 passages should contain 20-30 words, 5-6 sentences (5 dominant) and even less repetition. The passage should have decodable words. It can include the decodable sentence that was written for the lesson. The passage can have 2 to 3 new sight words (a word that not all of the letters have been in isolation). Include an English translation. Underline the sight words. 	
Syllables – Guidelines: <i>Guidelines:</i> List two syllables. Both of them should include the new letters. There might be times when one of the syllables uses a vowel that has been taught in previous weeks.				
Decodable words – Guidelines: <ul style="list-style-type: none"> List 3 words. Term 1 words should be 1-2 syllables; T2 1-3 syllables; T3 1-3 syllables. The words should use the syllables that were taught in that week’s lesson or in a previous week. (Each part of the word should have been taught explicitly at some point.) Include an English translation. 				
Decodable sentence – Guidelines: <ul style="list-style-type: none"> Identify one sentence. It should have decodable words. Term 1 sentences should be 2-4 words; T2 3-5 words; T3 4-6 words. The sentences should use decodable words that were taught in that week’s lesson or in a previous week. A sentence can have one sight word. This is a word that the parts have not been taught in isolation. Underline the sight word. Include an English translation. 				
Term number <i>Write the term.</i>	Week number <i>Write the week number.</i>	Writers (date and initials) <i>List the authors of this week’s materials and the date written.</i>	First proof (date and initials) <i>Another writer or a facilitator should review the content to verify it conforms to the guidelines. The date and the reviewer’s initials should be entered.</i>	Entered to soft copy (date and initials) <i>After the proof has been reviewed, the content from this hard copy should be entered into a soft copy. The date and the typist’s initials should be entered.</i>
			Read aloud <i>Guidelines:</i> This is a placeholder to list the story or page numbers from a longer story that will be used in this week’s lesson. These stories will <u>not</u> appear in the pupil book. They will only appear in the Story Read Aloud.	
			Your turn <i>Guidelines:</i> This will be the same for each week. Nothing needs to be written. <i>Option 1:</i> Practice writing your letters. <i>Option 2:</i> Read today’s lesson to a friend or family member.	