

LESSON STARTERS FOR WEEKLY AND DAILY LESSON PLAN PREPARATION

These lesson starters can be modified to be used in all subjects.

Moreover, these starters can be used as assessment as/ of learning in the Phase 2 (Main) and the Reflection stage.

1. **Mystery Box**

The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.

The student who guesses right wins, and hence introduce the lesson.

2. **The Answer is**

Students see the answer on the board, perhaps a picture of object on the board. The students must come up with questions in which the answer could be the object/ number on the board.

This starter can be used almost in all the subjects.

3. **Odd One Out**

The student will look at; for example four pictures or four numbers. Three of which have something in common and one is the odd one. The learner is to pick the odd one out. This game could be done in groups to bring competition

4. **The Memory Game**

The students are shown a picture with many things in it or a list of several words. The catch is they are shown it for just a few seconds. The students are then asked to recall what they saw and write it down in their books.

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5. Pictionary

Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach. divide the class into four teams. The teacher presents the leader s from each group a concept. The leader then draw the concepts on the board, whilst his/ her term guess what the object is.

The team who guess correctly first wins.

6. Listing

Teacher introduces the lesson to learner s. Students are to list all the words they associate with the topic to be treated.

Ask them to put words together to form a definition

7. Pupil As Teacher

Group learner s into three (3), appoint a leader from each group to act as the teacher .

Ask them to summarize what was covered in the previous/ current lesson.

The class is allowed to pose questions to the leader s. The group who summarizes well wins.

8. Catch Phrase

Display an image on the board (relating to the topic) but cover it up. Every time a student a student answers a question then show a little bit of the image. The first person to guess the correct image wins.

9. Guess What?

Put students into pairs and hand out a wad of sticky notes to each pair. They write a word or statement relating to the lesson and put it on their partner's head. Partners are to guess what is written on the sticky papers. The learner who guesses right wins

10. Explain Statements

Put students into groups of three and number them 1-3. Put three number statements up to the white board and ask students to explain the corresponding statements to their group. The group who explains well wins.

11. Nine Box Squares.

Write nine key words used in the previous lesson, in boxes on the board. Challenge students to make a (historically accurate) sentence of at least three lines or a short paragraph using them all

12. Play Key Word Bingo

Ask students to select six words from a list of key words on the board to create a bingo grid. Read out the definition to students. As they identify them, they tick off their bingo cards. The first student to get a full house wins

13. Analyze Objects

Bring in an object relating to what you are studying and ask the students to discuss what they think the object represents.

14. Match the individual to the quote

Give students the new names of key individuals along with sources which quote them.

15. Back to the Board Game

Display word cards on the teacher's table in front of the class. Group class into three or four.

Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound. The leader then search through the word cards to identify the letter.

16. Onset and Rime

Write onset and rime words on cards.

Example.

Onset letters

C

M

R

Rime

at

in

an

Mix the cards up and place them on a table or in a bowl in front of the class. A pupil picks a card, if she picks an onset, she searches for card with a Rime and vice versa. She then put the two cards together and blend the sounds to read the word and write it on the board.

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17. Blending

Group students into two. Choose two more pupils from each group. Give each a letter card that makes up a word. Ask the one with the first letter to go to your right hand side and the other to your left hand side. They should be as far away from each other.

Ask them to start walking slowly towards each other. As they walk, each should be saying the sound of his letter out loud. Example



When pupils meet, ask them to sound out the letters on the word cards one after the other in order to form a word.

18. The ball game

Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball starts mentioning a word (examples of; action words, parts of the computer, parts of the human body, and festivals in Ghana etc.)

He then throws the ball to another student to mention his. Anyone who fails to mention his is out of the circle. The last person becomes the winner

This starter can be used for almost all the subjects.

In mathematics it is called the "number ball game". Example; Prime numbers, counting numbers, even numbers etc.

In English and other subjects it is called "word ball game"

19. I know Game

"I know game" is similar to the ball game. Learners and teacher forms a big circle holding each other's hand. The teacher starts by saying

Teacher: I know my computer parts, do you know yours? (Other topics include; action words, qualifying words, prime numbers, important personalities in our country, planets of the solar system, body parts etc.)

Students respond: Yes we do

Teacher: mention his (monitor)

Anyone who fails to mention his, is out of the circle. The last person becomes the winner.

30. Songs

Choose songs which are related to the topic or lesson. Sometimes it is difficult to get songs that relate directly to lessons.

In that case, you can form your own

Example sing songs like:

A. We class 1/2/3/4/5/6 (choose a preferred class)

We can count/ write/ rhyme/ clap etc. (choose the preferred activity)

We can count/ write 1,2,3,4,5 or ABCDE

We can count/ write 6,7,8,9,10 or FGHIJ

We class 1/2/3/4/5/6 can count/ write very well

B. Something pass through my body to my heart.

Choose letters and write them on the board.

Make sounds and actions of letters as you sing the song

C. Posi, posi, position

To the right posi- posi, posi, position

To the left posi- posi, posi, position

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To the front posi- posi, posi, position

To the back posi –posi, posi, position

All the four posi- posi, posi, position (4x)

21. Talking circle

Learners form two circles such that a small circle is within a bigger circle.

Members in the small circle face members in the bigger circle, and ask them questions to answer on the previous/ current lessons.

22. Fish bowl

In a Fishbowl discussion, students seated inside the “fishbowl” actively participate in a discussion by asking questions and sharing their opinions, while students standing outside listen carefully to the ideas presented. Students take turns in these roles, so that they practice being both contributors and listeners in a group discussion. This strategy is especially useful when you want to make sure all students participate in a discussion, when you want to help students reflect on what a good discussion looks like, and when you need a structure for discussing controversial or difficult topics. A Fishbowl discussion makes for an excellent pre-writing activity, often unearthing questions or ideas that students can explore more deeply in an independent assignment.

23. Town Hall Circle

This teaching strategy mimics the process of a town hall meeting, where community members take the floor to share their perspective on a topic of concern. Using this format, students have the opportunity to share their different perspectives by tapping into and out of the group conversation. Students often come away from this experience with a greater appreciation for how our perspective can limit the facts we have at our disposal and the opinions we hold. By listening to others’ ideas, students broaden their understanding of the world in which they live.

24. **Look-Say-Cover-Write-Check Game**

This is a spelling game. Words are written on flashcards. The words are shown to the pupils to observe them for some time. Later the teacher removes the flashcards and pupils write the word from memory. The teacher then bring back the flashcards with the words for pupils to check and see whether they had the word right or wrong.

25. **Read- Cover- Write Game**

Put word cards on the table / floor or a bowl. A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book. He then picks the card again and show it to the class. The class checks to see if the word is correct. The student with the correct number of words wins the game.

26. **Series Of Questions**

Teacher uses series of questions to introduce his lesson

27. **Counting Down**

This starter is appropriate when treating number operations (subtraction).

Example explain that to subtract 12-2, the learner starts at 12 and count down to 2. That is 12,11,10,9,8,7,6,5,4,3.....(2).

Let students know that, the subtracting number is excluded from the count down

28. **Count Up**

This starter is also appropriate for teaching number operations (addition).

Explain that to add $9+2$. The learner starts at 9 and counts up to 2.

That is. 9,10,11

29. **Doubles**

This is appropriate for teaching number operations (multiplication)

Call out a number between 1 and 6. Example 3. Learners must call out the double of ($2x$) of that number. In this case 6 is the answer. Try out more numbers in groups to create competition.