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**Literacy  
lesson plans**  
Primary 2

**Term 1**  
Creating an  
effective learning  
environment

**Weeks**  
1—5

Type of lesson plans/  
Grade

Term/  
Learning theme

# Literacy lesson plans Primary 2 Term 1 ▶ Creating an effective learning environment

This is the first  
in a series of six  
literacy lesson  
plan publications,  
designed to be  
used throughout  
the three academic  
school terms.



## Foreword

Quality education comes about as a mix of factors. The teacher is the most important element in ensuring that a child acquires the right kind of education to meet acceptable learning outcome benchmarks. It takes a lot to bring a teacher to exhibit the right mix of attitudes, aptitudes and skills, which is why the state has partnered with ESSPIN to develop literacy and numeracy lesson plans.

I hope the lesson plans will empower our teachers to equip our children with the literacy and numeracy skills they need to succeed in both school and society.

Finally, I commend all who have worked hard to develop and produce the lesson plans, especially the Enugu State Universal Basic Education Board, the UK Department for International Development (DFID) and the DFID-funded Education Sector Support Programme in Nigeria (ESSPIN).



**Professor Chris Uchechukwu Okoro**  
Honourable Commissioner for Education  
Enugu State

## Introduction

The literacy and numeracy lesson plans arising from the School Improvement Programme (SIP) are part of efforts to improve teaching and learning in response to the baseline surveys and classroom observations in 2010. These indicated that teachers had challenges with lesson delivery, which in turn negatively affected children's learning.

The state plans to make the lesson plans available to teachers in all 1,223 public primary schools at the beginning of the 2014/15 school year.

I hereby call on all stakeholders to ensure the lesson plans are put to effective use to improve teaching and learning in our schools.



**Nneka Onuora**  
Executive Chairman  
Enugu State Universal Basic Education Board

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# Introduction

## ▶ Creating an effective learning environment

## An effective learning environment

The school environment has to make pupils feel comfortable, and stimulate their minds for learning to take place. There is plenty you can do to improve the feel of the classroom for your pupils.

### 1 Teaching methodology

The lesson plans use a large variety of activities. If followed carefully, they will keep the pupils interested, motivated and will support effective learning in a structured way. These methods are designed to involve pupils in their learning and give them the opportunity to learn from each other.

### 2 Build good relationships

Learn all your pupils' names and use them frequently.

Find out about your pupils' lives and interests by listening to them and asking questions. Greet them individually in the mornings and encourage them to greet and talk to each other.

Tell them about yourself and your family. Pupils love finding out that teachers are 'human' too!

Notice when pupils are unhappy and make an extra effort to be friendly to them. Smile and make learning fun for the pupils.

Praise and encourage pupils for effort and achievement, instead of punishing them for 'laziness' or getting things wrong. Shouting and treating your pupils harshly, or beating them, will affect them emotionally and make them unable to learn.

### 3 Use classroom space

Arrange the seating in different ways. Look at the photographs in some of the lesson plans to help you think of different ways of working.

U-shaped formations mean all the pupils can see each other and there is a space in the middle for activities.

Pushing tables together means that four or six pupils can sit together.

If there is no space in your classroom, take the pupils outside to play circle games or do activities.

### 4 Display

Displaying pupils' work is motivating and helps them to remember things they have learned. The activities in these lesson plans encourage you to display pupils' work in different ways.

At the start of each week display the key words.

### 5 Teaching aids

There are lots of suggestions in the lesson plans for making low- and no-cost teaching aids. Making these may take some time, but they can be used more than once and can last a long time if they are made carefully.

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# Introduction

## ▶ Songs and stories for the term

**Letters/sounds:  
Alphabet code**

<b>a</b>	1	<b>o</b>	15
<b>b</b>	2	<b>p</b>	16
<b>c</b>	3	<b>q</b>	17
<b>d</b>	4	<b>r</b>	18
<b>e</b>	5	<b>s</b>	19
<b>f</b>	6	<b>t</b>	20
<b>g</b>	7	<b>u</b>	21
<b>h</b>	8	<b>v</b>	22
<b>i</b>	9	<b>w</b>	23
<b>j</b>	10	<b>x</b>	24
<b>k</b>	11	<b>y</b>	25
<b>l</b>	12	<b>z</b>	26
<b>m</b>	13		
<b>n</b>	14		

**Sound story:  
oi**

Ade could not sleep in his bed that night. He heard a noise, so he put oil in his lamp and went outside the house. Behind his window, he found a big toad croaking 'oi, oi, oi, oi'.

**Sound story:  
ou**

Two chicks were playing around the tree on a breezy evening. The big chick noticed the round moon under the dark cloud and she called the little chick to look at it. As they were watching the moon, there was a loud bang of thunder. The proud mother hen opened her mouth. She shouted at her chicks, 'Out! Out!'.

**Sound story:  
ar**

The farmer has lost his dog. She is not in the barn. She is not on the farm. She has gone far. The farmer cannot see her in the dark. The farmer is sad. Suddenly, he hears barking.

**Sound story:  
qu**

Ade had a hen which he loved dearly. One day she laid six eggs. 'Come quickly', Ade shouted to his friend Ayo. The ducks also came to see. 'Quack, quack', they said.



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**Sound story:  
er**

Esther went to the river with her friend Peter. They were very excited to watch fishermen catching some fish. One of the fishermen gave them a big fish.

---

**Sound story:  
ue**

Abbas and his friends are playing football. The teams wear red and blue. The football is broken. They fix the ball with glue. They use a tissue to clean the ball.

---

**The hokey cokey**

Put your right arm in,  
your right arm out /  
In out, in out, and shake  
it all about /  
Do the hokey cokey and  
you turn around, and that's  
what it's all about /  
Oh, do the hokey cokey /  
Oh, do the hokey cokey /  
Oh, do the hokey cokey /  
Knees bend, arms stretch,  
hurrah, hurrah, hurrah.

Put your left arm in...  
Put your right leg in...  
Put your left leg in...  
Put your right hand in...  
Put your left hand in...  
Put your whole body in...

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**Coming to school**

1, 2, 3, 4 /  
Teacher waiting at the door /  
5, 6, 7, 8 /  
Run to school and don't  
be late.

## Head, shoulders, knees and toes

Head, shoulders,  
knees and toes, knees  
and toes /  
Head, shoulders,  
knees and toes, knees  
and toes /  
And eyes and ears  
and mouth and nose /  
Head, shoulders,  
knees and toes, knees  
and toes. (Touch each  
part of your body as you  
sing them)

(Touch head silently),  
shoulders, knees and toes,  
knees and toes /  
(Touch head silently),  
shoulders, knees  
and toes, knees and toes /  
And eyes and ears and  
mouth and nose /  
(Touch head silently),  
shoulders, knees and toes,  
knees and toes.

(Touch head silently,  
touch shoulders silently),  
knees and toes,  
knees and toes.

(Continue until all the parts  
of the body are silent  
then sing it once through  
again very fast, with  
the words).

## This is the way I ring the bell

This is the way I ring  
the bell, ring the bell,  
ring the bell /  
This is the way I ring  
the bell when I go  
to school /

This is the way I carry  
my bag, carry my bag,  
carry my bag /  
This is the way I carry  
my bag, when I go  
to school.

## The yam is in the bag

The yam is in the bag,  
the yam is in the bag /  
ee i adieyo, the yam is in  
the bag /

The rat eats the yam,  
the rat eats the yam /  
ee i adieyo, the rat eats  
the yam /

The cat chased the rat,  
the cat chased the rat /  
ee i adieyo, the cat chased  
the rat /

The cat caught the rat,  
the cat caught the rat /  
ee i adieyo, the cat caught  
the rat.

or

The rat escaped the cat,  
the rat escaped the cat /  
ee i adieyo, the rat escaped  
the cat.

## My head, my shoulders

My head, my shoulders,  
my knees, my toes /  
(sing three times, pointing  
to the part of the body  
mentioned as you sing)

All belong to God.  
(raise hands up in the air)



Week  
1  
Body parts

**Letters/sounds****Revision sounds****Words/phrases****Assessment**

'qu'  
quack  
liquid  
quick  
queen  
squeeze

'ar'  
arm  
car  
far  
jar  
farm  
barn  
star  
farmer  
dark  
bark

s z  
a w  
t v  
i y  
p x  
n ai  
c oa  
k ee  
e or  
h ie  
r oo  
m ch  
d sh  
g th  
o  
l  
f  
b  
u  
j

head  
shoulders  
fingers  
eyes  
ears  
mouth  
arms  
legs  
toes  
neck  
chin  
breast  
belly  
hand  
thigh  
finger  
ankle  
wrist

This is my \_\_  
These are my \_\_

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

# My body

## Learning outcomes

**By the end of the lesson, most pupils will be able to:**

Say the sound that the letters 'qu' make in a word.

Write the letters 'qu'.

Write words about the body.

## Teaching aids

**Before the lesson:**

Make flash cards for revision sounds and the 'qu' sound.

Write the 'qu' words on the chalkboard.

Write the alphabet code on the chalkboard.

Prepare pens and large sheets of paper/newspaper, big enough for the pupils to lie on.

## Letters and sounds

**Whole class teaching**

Flash some of the revision cards and ask the pupils to say the sounds.

Show them the 'qu' flash card, say the sound and ask the class to join you in making the sound.

Ask them to repeat it after you.

Explain that 'qu' is a sound in many words in English and that **q is never on its own. It is always followed by u.**

Read the 'qu' words and ask pupils to underline the 'qu' sound in each word.

Write 'qu' on the chalkboard and get the pupils to write it in the air and on their partners' backs.

Ask pupils to write one of the 'qu' words and draw a picture to explain it.

10  
minutes

Song

25  
minutes

Code

10  
minutes

## Introduction

### Whole class teaching

Stand the pupils in a circle, sing 'The hokey cokey' and do the actions.

Ask the pupils to name some body parts in English and write them as a list on the chalkboard as they say them.

## Main activity

### Group task

Explain to the pupils that they are going to work in groups, with each pair of groups doing a different task.

Put pupils into four groups.

Ask groups one and two to ask one person to lie on the newspaper and another pupil to draw round them.

Ask them to write a label for any body parts that they can, using the words on the chalkboard to help them.

Work with groups three and four, helping them to play a game making words using alphabet codes.

Explain that each number represents a letter of the alphabet and they have to try and work out what words you have written by changing the letters into words, eg: '3, 1, 20' becomes 'cat'.

Give them the following codes to work on:

14, 15, 19, 5

5, 25, 5, 19

8, 5, 1, 4

12, 5, 7

1, 18, 13

If some of the pupils finish early ask them to write some words they know and change them into code.

After 10 minutes change round so that groups one and two work with you on alphabet codes and groups three and four draw and label a body.

## Plenary

### Whole class teaching

Ask each group to explain to the rest of the class what they did.

# My head, my shoulders

## Learning outcomes

**By the end of the lesson, most pupils will be able to:**

Say the sound 'qu'.

Recognise the sound 'qu' in words.

Identify nouns.

## Teaching aids

**Before the lesson:**

Have ready flash cards of the revision sounds and the 'qu' sound.

Write a list of 'qu' words on the chalkboard.

Write the alphabet code on the chalkboard.

Read Macmillan New Primary English 2, page 75.

## Letters and sounds

**Whole class teaching**

Flash different revision cards and ask the pupils to say the sounds.

Show them the 'qu' flash card, say the sound and ask them to join you in making the sound.

Read the 'qu' story to the pupils.

Bring two pupils out to role play the story.

Read the 'qu' words with the pupils, clearly emphasising the sounds in each word.

Ask them to draw pictures about the story on a large piece of paper.

Ask the pupils to explain their pictures to the rest of the class.

10  
minutes | Song

25  
minutes | Macmillan New  
Primary English 2 | Code

10  
minutes

## Introduction

### Whole class teaching

Stand the pupils in a circle and sing the song 'Head, shoulders, knees and toes', and do the actions all together.

## Main activity

### Whole class teaching

Ask if any of the pupils can put up their hand and tell you what a noun is, or give you an example of a noun.

Remind pupils that a **noun** is word which **names people, places or objects**.

Ask them to turn to Macmillan New Primary English 2, page 75 and identify the different nouns in the picture, eg: mouth, chin, neck, eye.

### Pair task

Ask each pair to write as many body part nouns as they can, using nouns in Macmillan New Primary English 2, page 75 to help them.

Ask them to change the words into numbers using the alphabet code.

Ask them to swap their words with another pair and change their numbers back to words.

## Plenary

### Pair task

Ask two or three pairs to read their codes and match them with the words on the chalkboard.



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**Week 1  
Body parts  
Day 3**

# Breaking the code

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Hear different sounds in words.

Write words containing the sound 'qu'.

Hear the number of syllables in words and sentences.

Write their name.

## Teaching aids

### Before the lesson:

Have ready flash cards of the revision sounds and the 'qu' sound.

Write the alphabet code on the chalkboard.

## Letters and sounds

### Whole class teaching

Quickly show the pupils the revision flash cards, asking them to say the sound for each.

Ask if anyone can tell you how many sounds there are in each word that you sound out, eg: qu-i-ck (3 sounds), qu-a-ck (3 sounds) s-qu-ee-ze (4 sounds). Ask the class to say them after you.

Help pupils to understand the meaning of the words.

Ask pupils to try and write the words on the pictures they drew yesterday as you sound out the words.

Ask them to show their pictures to the rest of the class.

10  
minutes

## Introduction

### Whole class teaching

Clap the names of body parts with the pupils, using one clap for each syllable, eg: should–ers (clap–clap), el–bows (clap–clap), nose (clap), eyes (clap).

Ask pupils to say and then clap the sentences:

‘This is my nose.’

‘This is my head.’

‘These are my eyes.’

‘These are my shoulders.’

‘These are my elbows.’

‘These are my arms.’

25  
minutes

Code

## Main activity

### Whole class teaching

Follow the instructions below to help the pupils write the alphabet code in their exercise books.

Give them the numbers to copy and ask them to write the letter of the alphabet next to it, eg: 1 = a, 2 = b.

Demonstrate the first two on the chalkboard to help pupils understand, then ask them to complete it.

Ask pupils who finish quickly to write their names using the alphabet and then put their names into the code they have written, eg: Comrade = 3, 15, 13, 18, 1, 4, 5.

10  
minutes

Song

## Plenary

### Whole class teaching

Sing ‘The hokey cokey’ with the class.

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Body parts  
Day 4**

# Using our feet

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Hear and say the sound that the letters 'ar' make in words.

Recognise words in a story.

## Teaching aids

### Before the lesson:

Write the 'ar' words on the chalkboard.

Write the 'ar' words on the chalkboard.

Draw a star on one side of a card and write 'ar' on the other.

Have ready two medium sized balls.

## Letters and sounds

### Whole class teaching

Quickly point to 'ar' words and ask the pupils to try and read them.

Point to the star picture and say 's-t-ar'. Hold up the star flash card.

Point to 'ar', say the sound and ask the pupils to join you in making the sound.

Read and explain the 'ar' words.

Sound out each word, stamping each sound, eg: 'f-ar-m-er' (4 stamps).

Read the 'ar' story and ask pupils to **wave their hands** when they hear the 'ar' sound.

Choose pupils to role play the parts in the story.

10  
minutes

## Introduction

### Whole class teaching

Sit all the pupils in two rows facing each other. If you have too many pupils and too little space to do this, make another pair of rows somewhere else in the classroom.

Give a ball to each row.

Tell them they have to pass the ball along the row to the end, without it falling on the floor. Let them try it.

Then tell them that they have to do the same thing, but this time they can only use their feet.

If they drop the ball, they have to pick it up and start again from the person who dropped it.

25  
minutes

Macmillan New  
Primary English 2

## Main activity

### Whole class teaching

Ask the pupils to turn to Macmillan New Primary English 2, page 75.

Read the page and ask the class to follow the words as you read.

### Group task

Put pupils into four groups and go round the class labelling each group A, B, C or D.

Ask pupils to look at Macmillan New Primary English 2, page 75 and do the following task:

Group A count and write down all the words beginning with 'e'.

Group B count and write down all the words beginning with 'b'.

Group C count and write down all the words beginning with 'a'.

Group D count and write down all the words beginning with 't'.

10  
minutes

## Plenary

### Whole class teaching

Ask a pair of pupils to come out and role play introducing Ali, eg: 'This is Ali and this is his hand.'

# This is my head, these are my fingers

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Hear, read and write the sound that 'ar' makes in words.

Spell and write the names of body parts.

## Teaching aids

### Before the lesson:

Have ready flash cards of all the sounds you have been learning.

Have ready the 'ar' flash card.

Write the 'ar' words on the chalkboard.

Prepare two sets of flash cards with the 'ar' words on.

Write these mixed up words on the chalkboard: 'dnha', 'ingerf', 'ote', 'tfoot', 'egl', 'sneo'.

## Letters and sounds

### Whole class teaching

Use the flash cards to quickly revise all the sounds.

Write the sound 'ar' on the chalkboard and ask the pupils to copy you by writing it in the air, on their desks, etc.

Read the 'ar' words with the pupils.

Ask if anyone can tell you how many sounds there are in each word, eg: b-ar-n (3 sounds).

Ask them to write each word as you sound them out.

Give out the flash cards.

Tell the pupils they must find someone with the same card as theirs.

Ask pupils to read their cards to the class.

10  
minutes

Song

25  
minutes

Macmillan New  
Primary English 2

Code

10  
minutes

## Introduction

### Whole class teaching

Sing 'Head, shoulders, knees and toes' with the class.

## Main activity

### Pair task

Ask the pupils to read Macmillan New Primary English 2, page 75 to each other.

Show them the mixed up words on the chalkboard and ask them to work out together what each word says.

### Pair task

Write the following sequences of numbers on the chalkboard:

'20, 8, 9, 19 /  
9, 19 /  
13, 25 / \_'  
'20, 8, 5, 19, 5 /  
1, 18, 5 /  
13, 25 / \_'

Ask the pupils to find the code they wrote in their exercise books on Day 3 and use it to change the numbers into two sentences, writing them in their exercise books.

Ask them to complete each sentence using one of the mixed up words.

## Plenary

### Whole class teaching

Ask each pair to read out one sentence.



Week  
2  
People and places

## Letters/sounds

'oi'  
oil  
boil  
soil  
point  
coin  
toilet  
noise  
spoil

## Words/phrases

sitting  
skipping  
looking  
jumping  
walking  
playing  
family  
market  
trader  
sleep  
What are you doing?  
I am —

## Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.



# What are you doing?

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Say the sound that the letters  
'oi' make in a word.

Form and read simple sentences  
using continuous action.

## Teaching aids

### Before the lesson:

Have ready all the sound  
flash cards.

Make a flash card 'oi'.

Write the 'oi' words on the  
chalkboard.

## Letters and sounds

### Whole class teaching

Quickly show the pupils flash  
cards of all the sounds they have  
learned and ask them to say  
the sound of each.

Show them the 'oi' flash card,  
say the sound and ask them to join  
you in making the sound.

Read the 'oi' words and  
draw pictures or do actions to  
explain them.

Ask pupils to underline the 'oi'  
sound in the words and then say  
the words with them.

Point to a picture or do an  
action and ask the pupils to say  
the word.

Ask pupils to write some of the  
'oi' words in their exercise books.

10  
minutes

Song

## Introduction

### Whole class teaching

Stand the pupils in a circle, sing 'The hokey cokey' and do the actions.

Ask a pupil to role play or mime any action and ask another pupil to say the action by asking: 'What is he doing?' or 'What is she doing?'

Ask the pupil to answer using the sentence: 'I am \_\_'

Tell the whole class to 'clap'.

Ask them: 'What are you doing?'

Ask someone to answer using the sentence: 'We are clapping'.

Demonstrate or mime writing on the chalkboard. Ask them 'What am I doing?'

Ask them to answer: 'You are writing on the chalkboard'.

25  
minutes

## Main activity

### Group task

Ask five or six pupils to say the name of their favourite colours and then group the pupils using those colours.

Ask pupils to choose someone in their group to perform an action and ask the question: 'What am I doing?'

Ask the pupils in the group to respond: 'You are \_\_'

Ask every pupil to have a turn at performing an action of their choice.

### Individual task

Ask the pupils to copy and complete the following sentences in their exercise books using the words: dancing, singing, sitting, standing, jumping, ringing.

'I am \_\_'

'She is \_\_'

'He is \_\_'

'We are \_\_'

'They are \_\_'

10  
minutes

## Plenary

### Whole class teaching

Let each group read what they have written.

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People and places  
Day 2**

# Bola's family

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Say the sound that the letters 'oi' make in a word.

Recognise the sound 'oi' in a word.

Say simple sentences about a picture.

## Teaching aids

### Before the lesson:

Write a list of words containing the letter combination 'oi' on the chalkboard.

Read Macmillan New Primary English 2, page 30 and check you can read it easily.

## Letters and sounds

### Whole class teaching

Quickly show the pupils the sound flash cards and ask them to say the sound for each.

Read the 'oi' words with the pupils, clearly emphasising the sounds in each word, eg: b-oi-l (3 sounds), t-oi-l-e-t (5 sounds) and ask them to say them after you.

Ask if anyone can tell you how many sounds there are in each word that you sound out.

Read the 'oi' story.

Read it again and ask pupils to **stand up** when they hear the sound 'oi'.

Bring two pupils out to role play the story.

Ask the class to draw a picture of the story.

10 minutes | Macmillan New Primary English 2

25 minutes | Macmillan New Primary English 2

10 minutes | Song

## Introduction

### Whole class teaching

Read the story 'Bola's family' in Macmillan New Primary English 2, page 30.

Read it again and ask the pupils if they can tell you anything about the story, either in English or their local language.

## Main activity

### Whole class teaching

Tell the pupils to open Macmillan New Primary English 2, page 30.

Give the pupils 3 minutes to look closely at the picture.

Ask them to say words or sentences about the picture.

### Pair task

Ask the pupils to try and read the story in pairs.

Ask the question: 'What is Bola doing?'

Encourage pupils to answer: 'Bola is sitting'.

Write some key words from the story on the chalkboard, eg: 'family', 'market', 'trader', 'office', 'sleep'.

Ask if any of the pupils can tell you their meaning.

Ask them to find sentences in the story that contain those words.

## Plenary

### Whole class teaching

Sing 'The hokey cokey' all together.

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# Bola's family

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Hear the sound the letters 'oi' make in words.

Write words containing the sound 'oi.'

Make up simple sentences.

Read simple sentences in English.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Write the 'oi' story on the chalkboard.

Make flash cards with the list of words in the introduction.

Read Macmillan New Primary English 2, page 30.

## Letters and sounds

### Whole class teaching

Quickly show the pupils the sound flash cards and ask them to say the sound for each.

Read the 'oi' story with the pupils. Choose pupils to come and put a circle around the 'oi' words.

Read the 'oi' words with the pupils, clearly emphasising the sounds in each word, eg: b-oi-l (3 sounds) and ask them to say them after you.

Ask the pupils to try and write the words in their exercise books as you sound out the words.

Read the 'oi' story again.

Ask the pupils to write 'oi' words on the pictures they drew yesterday.

10  
minutes

## Introduction

### Group task

Spread flash cards with the following words on the table:

jumping  
skipping  
running  
dancing  
sitting  
looking  
walking

Pick one and mime the action written on the card.

Ask the pupils to guess the action.

Ask a person from each group to come out and pick a word.

25  
minutes

Macmillan New  
Primary English 2

## Main activity

### Pair task

Ask the pupils to open Macmillan New Primary English 2, page 30 and look at the picture with a partner for 5 minutes.

Ask the pupils to describe who they can see in the picture, either in single words or sentences.

Write their words and sentences on the chalkboard, reading them as you write.

10  
minutes

Macmillan New  
Primary English 2

## Plenary

### Whole class teaching

Read the story again and ask the pupils to follow the words with their fingers as you read.

### Whole class teaching

Read the story in Macmillan New Primary English 2, page 30 and ask pupils to listen for any of the people they saw in the picture.

Ask if anyone can read any of the words or sentences that you have written on the chalkboard.

Ask the pupils to read the story alone and then with a partner.

**Literacy  
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Primary 2**

**Term 1  
Creating an  
effective learning  
environment**

**Week 2  
People and places  
Day 4**

# Bola's family

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Write some 'oi' words.

Retell a simple story through role play.

Ask and answer simple questions in English.

## Teaching aids

### Before the lesson:

Have ready all the sound flash cards.

Make flash cards of 'oi' words.

Read Macmillan New Primary English 2, page 30.

## Letters and sounds

### Whole class teaching

Gather the pupils into a circle.

Put the 'oi' cards in the middle.

Say one of the words and choose a pupil to come and find it.

Repeat several times.

Write the sound 'oi' on the chalkboard.

Ask the pupils to write it in the air, on the floor, on their arms, etc.

Ask them to write 'oi' in their exercise books and as many 'oi' words as they can.

Find out who has the most words and tell them to read you some of them.

Ask others to read different words.

Write the words on the chalkboard as pupils say them.

10  
minutes

## Introduction

### Group task

Write the word 'tortoise' on the chalkboard.

Ask the pupils to look at the letters and make as many words as they can using only those letters.

Give them an example: 'sit'.

After 10 minutes ask each group to say how many words they have made.

See which group has the highest number of words.

25  
minutes

Macmillan New  
Primary English 2

## Main activity

### Group task

Ask the pupils in each group to read the story in Macmillan New Primary English 2, page 30.

Ask the pupils in their groups to copy the positions of the people in the picture.

Ask them to think of one thing that their person might be saying and tell the class.

Let each group have a turn at showing their 'picture' and suggesting what the people might say.

10  
minutes

Song

## Plenary

### Whole class teaching

Sing 'Head, shoulders, knees and toes' with the whole class.



**Literacy  
lesson plans  
Primary 2**

**Term 1  
Creating an  
effective learning  
environment**

**Week 2  
People and places  
Day 5**

# Bola's family

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Recognise the sound 'oi' in a word.

Read and write some 'oi' words.

Read and answer simple questions.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Draw the grid shown opposite on the chalkboard containing the words: 'point', 'soil', 'spoil', 'oil', 'coin', 'boil'.

Read the rhyme 'Coming to school' and identify the rhyming words.

## Letters and sounds

### Whole class teaching

Go outside.

Put the sound flash cards on the ground and gather the pupils in a circle around them.

Say a sound and ask pupils to find the correct card.

Space the 'oi', 'ar' and 'qu' cards on the ground.

Say a sound and tell the pupils to run to the correct card.

Repeat several times.

Return to the classroom, look at the grid and ask the pupils if they can see any words.

Write down as many words as they can find in the grid.

Ask the pupils: 'How many times is 'oil' written in the grid?' (five).

10 minutes | Rhyme

## Introduction

### Whole class teaching

Teach the pupils the rhyme 'Coming to school'.

Ask if they understand its meaning.

Explain that in this poem there are words that **rhyme**. That means that they sound the same as each other when you say them, eg: 'late', 'gate', 'eight' and 'four', 'door'.

Write some CVC words on the chalkboard that rhyme, eg: 'bat', 'cat', 'mat'.

Ask the pupils:  
'Do the words rhyme?'  
'Can you say another word that rhymes with them?'

Write and read another list of words, this time including some that **don't** rhyme, eg: 'got', 'not', 'bat', 'dot'.

Ask the pupils to listen for the one that **doesn't rhyme** and be prepared to tell you which one it is when you have finished the list.

25 minutes | Macmillan New Primary English 2

## Main activity

### Group task

Ask each group to work together to read and answer the questions in Macmillan New Primary English 2, page 30.

While they are doing this go around each group and read the story in Macmillan New Primary English 2, page 30 to them.

10 minutes | Macmillan New Primary English 2

## Plenary

### Whole class teaching

Ask each group to tell the class the answers to questions in Macmillan New Primary English 2, page 30.

Word grid

o	s	s	o	i	l
i	p	o	i	n	t
b	o	i	l	o	i
o	i	l	o	i	i
o	l	c	o	i	n

point  
soil  
spoil  
oil  
coin  
boil



Week  
3  
People and places

## Letters/sounds

## Words/phrases

## Assessment

**'er'**  
sister  
herself  
silver  
letter  
river  
thunderstorm  
afternoon  
under  
corner  
number  
finger  
singer

**'ue'**  
due  
fuel  
rescue  
glue  
blue  
true  
value  
tissue

**swing**  
**slide**  
**see saw**  
**rubber tyres**  
**field**

**Where are \_\_?**

**Who are \_\_?**

**What are they doing?**

**During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.**

**Literacy  
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**Term 1  
Creating an  
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environment**

**Week 3  
People and places  
Day 1**

# On the playground

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Say the sound the letters 'er' make in a word.

Identify characters in a story.

Retell a story through role play.

Listen to a story in English.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Write the 'er' words on the chalkboard and draw pictures which show their meaning.

Make a flash card 'er'.

Read Macmillan New Primary English 2, page 17 and make sure you can read it easily.

## Letters and sounds

### Whole class teaching

Give each pupil a sound flash card.

Call out a sound and ask the pupil with the sound to hold it up.

Continue until all the sounds have been said.

Point to the 'er' words and read them.

Ask the pupils if they can see some letters that are the same in every word.

Show them the 'er' flash card and say the sound.

Ask them to repeat it after you.

Read the 'er' story and explain it in their own language.

Ask pupils to draw a picture about the story.

10 minutes | Macmillan New Primary English 2

## Introduction

### Whole class teaching

Ask the pupils to look at the picture in Macmillan New Primary English 2, page 17 and tell you in their local language what they can see.

Ask them these questions in English:

‘Where are the people?’

‘Who are the people?’

‘What are they doing?’

25 minutes

## Main activity

### Group work

Ask each group to prepare a role play of the scene, showing what everybody might be saying and doing.

Tell them they can talk in their local language, and also use any English words they might know.

Ask each group to show their role play to the rest of the class.

Macmillan New Primary English 2

### Whole class teaching

Read the story in Macmillan New Primary English 2, page 17 to the class.

Write the following words on the chalkboard: ‘swing’, ‘slide’, ‘field’, ‘rubber tyre’, ‘see saw’.

Ask the pupils to say what they understand by each word.

Ask them to point to the swing, slide, see saw, field and rubber tyre in the textbook.

10 minutes | Macmillan New Primary English 2

## Plenary

### Whole class teaching

Read the story again and ask the pupils to listen for the words you have mentioned.

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Primary 2

**Term 1**  
**Creating an  
effective learning  
environment**

**Week 3**  
**People and places**  
Day 2

# On the playground

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Recognise and write the sound 'er' in words.

Read a simple story in English.

Make simple sentences about the story.

## Teaching aids

### Before the lesson:

Have the sound flash cards ready.

Write the 'er' words on the chalkboard.

## Letters and sounds

### Whole class teaching

Use the flash cards to quickly revise all the sounds.

Show the 'er' flash card, say the sound and ask the pupils to join you in making the sound.

Read the 'er' words and ask the pupils to join in.

Sound out each word, stamping each sound, eg: 's-i-s-t-er' (5 stamps).

Write the sound 'er' on the chalkboard and ask the pupils to copy you by writing it in the air, on their desks, etc.

Read the 'er' story.

Ask pupils to write words from the story on the picture they drew yesterday.

10 minutes | Macmillan New Primary English 2

## Introduction

### Whole class teaching

Ask the pupils to look at the picture in Macmillan New Primary English 2, page 17 and ask them these questions:

- ‘How many teachers are there in the story?’
- ‘How many pupils are boys?’
- ‘What do you like to do in the playground?’

25 minutes | Macmillan New Primary English 2

## Main activity

### Whole class teaching

Ask pupils if they can remember anything about the story from the work they did on Day 1.

Read the story from Macmillan New Primary English 2, page 17 while the pupils listen.

Ask if any pupil can retell the story in their local language.

Read the story again.

### Group task

Ask each group to make up one sentence in English about the story.

Write each group’s sentence on the chalkboard.

Ask each group to try and read the story, taking it in turns to read each sentence and helping each other when they are stuck.

Move round the groups and help them as much as possible.

10 minutes

## Plenary

### Whole class teaching

Choose pupils to read out the sentences on the chalkboard.



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**Term 1  
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**Week 3  
People and places  
Day 3**

# On the playground

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Hear and write the sound 'er' in words.

Listen to and read a simple story in English.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Write the following words on the chalkboard: 'Nigeria', 'classroom', 'bell', 'ringing', 'standing', 'teacher', 'books', 'headmaster'.

Read Macmillan New Primary English 2, page 17 so you can read it easily.

## Letters and sounds

### Whole class teaching

Play the sound flash card game.

Read the 'er' words with the pupils, stamping the sounds in each word, eg: 's-i-s-t-er' (5 sounds), 'c-or-n-er' (4 sounds).

Ask pupils to say words after you and tell you how many sounds they can hear.

Ask them to write each word as you sound them out.

Read the 'er' story.

Ask some pupils to take on the different roles in the story and act it out for the class.

Ask pairs of pupils to say three 'er' words they have learned.

10  
minutes

## Introduction

### Whole class teaching

Sit the pupils in a circle and go round the circle, asking each pupil in turn to tell you something they like about school.

25  
minutes

Macmillan New  
Primary English 2

## Main activity

### Whole class teaching

Ask the pupils to help you read the words you have written on the chalkboard.

Ask them to tell you any other words they know in English that are about school.

Add those words to the list on the chalkboard as they say them.

Read the story in Macmillan New Primary English 2, page 17.

### Individual task

Ask the pupils to draw a picture of their school and label it using the words on the chalkboard.

While they are doing this, go around the class and ask as many individual pupils as possible to read the story to you.

10  
minutes

## Plenary

### Pair task

Ask the pupils to share their pictures with a partner, reading the labels to each other.

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**Term 1  
Creating an  
effective learning  
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**Week 3  
People and places  
Day 4**

# On the playground

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Recognise and say the sound that the letters 'ue' make in words.

Read a story in English.

## Teaching aids

### Before the lesson:

Have ready all the sound flash cards.

Make a flash card with 'ue' on one side and colour it blue on the other.

Write the 'ue' words on the chalkboard.

Read Macmillan New Primary English 2, page 17.

## Letters and sounds

### Whole class teaching

Use the flash cards to quickly revise all the sounds.

Show them the 'ue' flash card and say the sound, asking them to repeat it after you.

Point to the blue side and say 'blue'.

Read the 'ue' words and ask individual pupils to underline 'ue' in the words on the chalkboard.

Sound out the words with the pupils and ask them to count the sounds, eg: b-l-ue (3), t-i-ss-ue (4).

Read the 'ue' story and choose some pupils to role play it.

Draw a large picture about the story on the chalkboard and write 'ue' around it six times.

10  
minutes

Song

25  
minutes

Macmillan New  
Primary English 2

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to sing the song 'This is the way I ring the bell'.

Ask them to make up other verses by completing the sentence 'This is the way I \_\_\_'

## Main activity

### Whole class teaching

Ask everyone to write down six words from the story 'On the playground' that you read yesterday.

Read the story in Macmillan New Primary English 2, page 17 while the pupils look and listen.

Ask them to listen for the words they have written and cover them with a counter when they hear them.

### Pair task

Ask the pupils to read the story in pairs, helping each other with the difficult words, and then ask and answer the questions in Macmillan New Primary English 2, page 17.

While they are doing this move around the classroom and ask individual pupils to read the story to you. Choose those pupils who you did not have time to read with on Day 3.

## Plenary

### Whole class teaching

Ask the pupils to say sentences about what they can see in the classroom.

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**Term 1  
Creating an  
effective learning  
environment**

**Week 3  
People and places  
Day 5**

# On the playground

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Recognise the sound 'ue' in a word.

Read and write some 'ue' words.

Write words by listening to the sounds.

Say words and sentences about a character in a story.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Read Macmillan New Primary English 2, page 17.

## Letters and sounds

### Whole class teaching

Put the sound flash cards on the floor and gather the pupils in a circle around them.

Say a sound and ask pupils to find the correct card.

Read the 'ue' story to the pupils and ask them to listen for the 'ue' sound.

Ask some pupils to role play the story.

Read the 'ue' words with the pupils, clearly emphasising the sounds in each word, eg:  
g-l-ue (3 sounds), f-ue-l (3),  
t-i-ss-ue (4).

Ask them to write each word in their exercise books as you sound them out.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to tell you anything they remember about the story 'On the playground'.

Write their ideas on the chalkboard.

25  
minutes

## Main activity

### Individual task

Ask pupils to draw pictures of the children playing on the see saw, swing, slide or rolling the tyre.

Ask them to choose one of the sentences about 'On the playground' that you have written on the chalkboard and copy it underneath the picture.

Tell them that they will be asked to read the sentence they have chosen to the class.

While the pupils are completing this task, go around the class and ask individual pupils to read the story to you.

10  
minutes

## Plenary

### Whole class teaching

Ask each pupil to show their pictures of the playground and read their sentence to the class. Help pupils who are finding it difficult.



Week  
4  
Numbers

## Letters/sounds

'ou'  
out  
count  
cloud  
shout  
mouth  
ground  
mouse  
house  
our  
round

## Words/phrases

zero  
one  
two  
three  
four  
five  
six  
seven  
eight  
nine  
ten  
noun  
verb  
preposition

## Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.



# Counting objects

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Recognise and say the sound 'ou'.

Use numbers confidently.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Write the 'ou' words on the chalkboard.

Have ready a large square, triangle and circle.

Write a list of objects on the chalkboard that the pupils can easily count eg: trees, buildings, birds.

## Letters and sounds

### Whole class teaching

Use the flash cards to quickly revise all the sounds.

Show the class the 'ou' flash card, say the sound and ask the pupils to join you in making the sound.

Read the 'ou' words, explain their meaning and ask pupils to underline the 'ou' sound.

Sound out the words and stamp each sound, eg: 'c-l-ou-d' (4 sounds).

Ask the pupils to join in.

Read the 'ou' story.

Ask groups of three to role play the story.

Choose some groups to act out the story for the class.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to use their fingers to count from 1—10. Lead them, showing your own fingers.

Show pupils the different shapes in turn.

For each one, ask if any-one can tell you the number of sides on the shape.

25  
minutes

## Main activity

### Group task

Read the list on the chalkboard and explain to the class that these words are **nouns** because they name **people**, **places** or **objects**.

Tell the pupils that each group will be counting different objects.

Give each group an object that you know they will be able to see examples of outside.

Send them outside and ask them to go around the school grounds and count to answer the question, eg: 'How many trees can you see?'

10  
minutes

Game

## Plenary

### Whole class teaching

Teach the pupils how to play the game 'The yam is in the bag'.

Ask the pupils to stand in a circle.

Choose three pupils to be the 'yam', the 'rat' and the 'cat'.

Sing the first verse of the song, and ask the 'yam' to stand in the middle while you sing.

Sing the second verse and ask the 'rat' to pretend to eat the 'yam'.

Sing the third verse and ask the 'cat' to chase the 'rat' around the outside of the circle.

If the 'cat' catches the 'rat' before the end of the third verse, sing: 'The cat caught the rat', etc. If they don't catch the rat before the end of the verse, sing: 'The rat escaped the cat'.

Play again, choosing different pupils to be the 'rat', 'cat' and 'yam'.

# The face

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Read and write words with the 'ou' sound.

Write simple sentences in English.

## Teaching aids

### Before the lesson:

Have ready flash cards with the sounds you have been learning.

Write the 'ou' sounds and pictures on the chalkboard.

Read Macmillan New Primary English 2, page 76.

Draw a face on the chalkboard with eyes, a nose, mouth, ears and hair.

Write the numbers one to ten in words on the chalkboard.

## Letters and sounds

### Whole class teaching

Flash the cards with the sounds you have learned and ask the pupils to say them.

Read the 'ou' story and ask the pupils to **stand up** when they hear the 'ou' sound.

Write the sound 'ou' on the chalkboard and ask the pupils to copy you by writing it in the air, on their desks, etc.

Read the 'ou' words with the pupils, sounding them out carefully.

Ask pupils to draw a picture about the story.

Ask them to write five 'ou' words around the picture.

10  
minutes | Song

25  
minutes

Macmillan New  
Primary English 2

10  
minutes | Game

## Introduction

### Whole class teaching

Lead the class in singing 'My head, my shoulders', making sure that they point to those parts of their body as they sing.

## Main activity

### Whole class teaching

Explain that they will be looking at parts of the face today.

Show them the picture on the chalkboard.

Tell them the name of each part of the face and ask them to say the words with you.

Ask a pupil to stand up and show the class his or her eyes.

Repeat with the other parts of the face.

Ask how many parts of the face they have learned the words for.

### Pair task

Ask pupils to look at Macmillan New Primary English 2, page 76.

Read the sentences, with the pupils following in their books.

Ask the pupils to take it in turns to read the sentences to each other, filling in the gaps.

Ask pairs to write two sentences using the numbers on the chalkboard and completing the starting phrase, 'My face has \_\_\_', eg: My face has two eyes.

Ask some pairs to share their best sentence with the class.

## Plenary

### Whole class teaching

Play the game 'Simon says'.

Make sure that each of your commands asks the class to do something with the body parts they have used in the lesson, eg: 'Simon says touch your nose'.

Include at least one command asking them to count, eg: 'Simon says use your mouths to count from one to five'.

# Cleaning up day

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Recognise and spell words with the 'ou' sound.

Know some everyday action words.

Know the word 'verb'.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards.

Write the 'ou' words on the chalkboard.

Read Macmillan New Primary English 2, page 48.

## Letters and sounds

### Whole class teaching

Use the flash cards to quickly revise all the sounds.

Read the 'ou' story to the pupils.

Bring two pupils out to role play the story.

Read the 'ou' words with the pupils, emphasising the sounds in each word, eg: 'r-ou-n-d' (4 sounds).

Ask them to say the words after you and tell you the number of sounds in each.

Ask them to write each word as you sound it out.

Read the story again and ask the pupils to point to the 'ou' words from the story that are on the chalkboard.

10  
minutes

25  
minutes | Macmillan New  
Primary English 2

10  
minutes | Macmillan New  
Primary English 2

## Introduction

### Whole class teaching

Tell the class what jobs you do at home, or what you did when you were a child.

Ask the pupils to tell a partner five jobs that they do at home.

Say different tasks and ask pupils to stand up and mime them, eg: washing, sweeping.

Ask if anyone does jobs at home that you haven't mentioned.

Remind them that all of the **action words are called verbs**.

## Main activity

### Whole class teaching

Let the pupils look at the picture in Macmillan New Primary English 2, page 48 for about 30 seconds, then tell them to close their books.

Ask them to tell their partner three things they saw in the picture.

Ask them questions about what they have seen taking place, eg:

'What are the girls and women doing?'

'What are the boys and men doing?'

Write the pupils' ideas on the chalkboard for them to look at.

Read the story in Macmillan New Primary English 2, page 48 to the pupils and ask them to listen for the jobs that the people are doing.

Read it again. This time, each time you come to an action show pupils the action, eg: for 'sweeping the ground', act as if you are sweeping.

Read the story a third time and encourage pupils to do the actions with you.

### Pair task

Ask the pupils to talk about the story together and draw one thing that they heard in the story.

## Plenary

### Whole class teaching

Read out the questions in Macmillan New Primary English 2, page 48.

Ask the pupils to **stand up** if they think they know the answer to a question.

Ask one or two of the standing pupils for their answer.

Congratulate those who were right.

# Cleaning up day

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Read and write words with the 'ou' sound.

Read numbers in words.

## Teaching aids

### Before the lesson:

Have ready sound and 0—9 flash cards.

Place the 'ou' flash cards around the room.

Write 'The mouse is in the house.' on the chalkboard.

Have one counter for each pupil.

Write numbers 0—9 in words on flash cards and on the chalkboard.

## Letters and sounds

### Whole class teaching

Flash the cards with the sounds you have learned and ask the pupils to say them.

Write 'ou' and ask the pupils to join you in making the sound.

Ask pairs to look around the room and find an 'ou' word.

Tell them to read the words to the class and praise their efforts.

Ask if anyone can read the sentence on the chalkboard.

Read it with the pupils and explain its meaning.

Ask a pupil to underline the 'ou' words in the sentence.

Ask them to copy the sentence and draw a picture.

10  
minutes | Game

## Introduction

### Whole class teaching

Read the numbers on the chalkboard.

Point to different numbers and ask the pupils to tell you what they are.

Play a counter game: give each pupil a counter and arrange the pupils in a circle.

Put all the number cards in the centre.

Point to a pupil and call out a number. The pupil must put his or her counter on the appropriate card.

25  
minutes | Macmillan New  
Primary English 2

## Main activity

### Pair task

Read the class the story in Macmillan New Primary English 2, page 48.

Ask each pair to choose one of the actions in the story and prepare to show it to the rest of the class.

Ask each pair to show their action and the rest of the class to guess what they are doing.

Ask each pair to complete the questions in Macmillan New Primary English 2, page 48.

While they are doing this, move around the class and read the story 'Cleaning up day' with as many pairs as you can.

10  
minutes | Rhyme

## Plenary

### Whole class teaching

Say the rhyme 'Coming to school' with the class.



# Cleaning up day

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Read and write some words with the 'ou' sound.

Order words to make sentences.

Read a simple story in English.

## Teaching aids

### Before the lesson:

Write the numbers zero to ten in words on the chalkboard.

Have sets of flash cards with 'er', 'ue' and 'ou' words on.

Write on the chalkboard:  
'm \_ \_ th, cl \_ \_ d, h \_ \_ se,  
r \_ \_ nd'.

## Letters and sounds

### Whole class teaching

Gather the pupils around you.

Put the flash cards on the floor so that the pupils can see the words.

Say a word and ask a pupil to find it.

Repeat until they have all had a turn.

Let some pupils say a word for the others to find.

Write 'ou' on the chalkboard. Say the sound with the pupils.

Tell the pupils to write it in the air, on their backs and on their desks.

Ask the pupils to copy the words from the chalkboard and put in the missing letters.

Ask them to draw a picture to explain each word.

10  
minutes

## Introduction

### Whole class teaching

Tell the class that they are going to write number words from zero to ten with you.

Ask pupils to look at the numbers from zero to ten on the chalkboard for 2 minutes, trying to learn how to spell them.

Cover up the number words on the chalkboard and give the pupils 5 minutes to write as many number words as they can, from zero to ten.

Ask them to say how many they have written. Write the words on the chalkboard for pupils to check.

25  
minutes

Macmillan New  
Primary English 2

## Main activity

### Whole class teaching

Ask the pupils to tell you as many **action words (verbs)** as they can remember which appear in the story 'Cleaning up day' in Macmillan New Primary English 2, page 48.

Write the list of verbs on the chalkboard.

Write the following sentences with the words in the wrong order on the chalkboard and ask pupils to try and write them in the correct order in their exercise books:

'women the girls are brooms **holding** and.'

'boys and cutlasses rakes and men **using** are the hoes.'

'**clearing** gutters they other drains and are.'

10  
minutes

## Plenary

### Whole class teaching

Ask the pupils to role play an action and ask the rest of the class to say what they are doing.



Week  
5  
Letters and words



**Letters/sounds**

**Words/phrases**

**Assessment**

**'Tricky words'**

**we  
me  
he  
be  
she**

**vowel  
big  
her  
has  
broom  
drains  
rubbish  
gutters  
flies**

**During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.**

# Learning about the alphabet

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Write down simple words.

Know some simple CVC words.

Identify vowels in a word.

Read a simple story in English.

## Teaching aids

### Before the lesson:

Write these sentences on  
the chalkboard:

'He shouts at me.'

'She is sad.'

'Let me in the house.'

'We run fast.'

'The dog needs to be fed.'

Have ready a piece of paper  
for each group.

## Letters and sounds

### Whole class teaching

Write the following words on  
the chalkboard: 'we', 'me', 'he',  
'be', 'she'.

Read the words while the pupils  
look and listen.

Tell the pupils how to make the  
sound 'e' in these words.

Read each sentence and use role  
play to explain what it means.

Ask the pupils to underline the  
'e' words.

Divide the class into groups.  
Give each group a different  
sentence to copy on the paper.

Ask each group to draw a picture  
to explain their sentence.

Tell each group to read their  
sentence to the rest of the class  
and show their picture.

10  
minutes

## Introduction

### Whole class teaching

Ask pupils if they can remember how many letters are in the alphabet.

Lead them in writing each letter as large as possible in the air using their:  
right hands for a—f  
left hands for g—l  
right feet for m—q  
left feet for r—v  
heads for w—z

Tell the class that, out of the 26 letters of the alphabet, there are five special ones.

Ask if anyone knows which letters are the **vowels**.

25  
minutes | Macmillan New  
Primary English 2

## Main activity

Ask five pupils to come to the front of the class.

Ask each one to use their body to make the shape of a vowel: a, e, i, o, u.

Point to the vowels in turn and say the sounds. Ask the class to say the sounds with you.

### Group task

Give each group one vowel and ask them to write down as many words as they know which contain that letter.

Tell them to look at the story in Macmillan New Primary English 2, page 27, to help them start.

Ask each group to choose two words and make a simple sentence with each.

While they are doing this move around the classroom and read the story 'Adamu and his cows' in Macmillan New Primary English 2, page 27 with each group.

10  
minutes | Rhyme

## Plenary

### Whole class teaching

Say the rhyme 'Coming to school' with the pupils.

**Literacy  
lesson plans  
Primary 2**

**Term 1  
Creating an  
effective learning  
environment**

**Week 5  
Letters and words  
Day 2**

# Using vowels

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Form and read sentences with the words: 'we', 'me', 'he', 'be', 'she'.

Make some CVC words.

## Teaching aids

### Before the lesson:

Write the following words on the chalkboard: 'we', 'me', 'he', 'be', 'she'.

Have ready the pictures the pupils drew yesterday.

Write the sentences from Day 1 on the chalkboard.

Make a flash card like the one opposite for each group and draw a copy on the chalkboard.

## Letters and sounds

### Group task

Read the words 'we', 'me', 'he', 'be', 'she' on the chalkboard. Ask the pupils to say the words with you.

Give each group a different picture from the one they drew themselves on Day 1.

Try not to let the other groups see the picture.

Ask the groups to read the sentence by the picture and practise a role play for the sentence.

Ask each group to do their role play.

Ask other pupils to guess the sentence they think the role play is about.

10  
minutes

## Introduction

### Whole class teaching

Ask pupils how many vowels they learned yesterday.

Ask if anyone can remember all of the vowels.

25  
minutes

## Main activity

### Group task

Show the class the table on the chalkboard. Show them how they can make a word by drawing lines between the letters as in the diagram on the right.

Give each group their own flash card.

Ask them to use it to make as many words as they can.

Macmillan New  
Primary English 2

### Group task

Ask pupils to write six words they have made in their exercise books, then read them to someone in their group.

Remind them that not every combination will make a word.

While they are doing this move around the classroom and read the story 'Adamu and his cows' in Macmillan New Primary English 2, page 27, with each group.

10  
minutes

## Plenary

### Whole class teaching

Ask each group to say how many words they made and read some out for everyone to hear.

Flash card

b	a	d
h	e	g
r	i	p
s	o	r
	u	t

Making words

b	a	d
h	e	g
r	i	p
s	o	r
	u	t



# Spelling three- letter words

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Identify three-letter words confidently.

Write simple sentences containing three-letter words.

Read a simple story in English.

## Teaching aids

### Before the lesson:

Make flash cards for the words 'we', 'me', 'he', 'be' and 'she'.

Have ready the sound flash cards.

Read Macmillan New Primary English 2, page 27.

## Letters and sounds

### Whole class teaching

Take the pupils outside and ask them to stand in groups.

Hold up a sound flash card and ask the first group to say it.

If the group is correct, they keep the card. If not, tell them the sound and put it to the back of the pile.

Repeat with the other groups.

The group with the most cards wins.

Quickly show the word flash cards and ask the pupils to say the words **loudly** and then **quietly**.

Read the sentences from Day 1.

Read them again slowly and ask the pupils to write them in their exercise books.

10  
minutes

Game

25  
minutes

Macmillan New  
Primary English 2

10  
minutes

## Introduction

### Whole class teaching

Play 'Hangman' on the chalkboard, using only three-letter words.

Write the vowels on the chalkboard and tell pupils that they should choose one of those letters first as one of them is in almost **every word in the English language**.

Play again.

## Main activity

### Whole class teaching

Tell the class that they will listen to a story that contains some three-letter words with vowels in the middle.

Ask pupils to listen carefully and read the story in Macmillan New Primary English 2, page 27.

Ask them to follow the story while you read it.

Read the story again, slowly and clearly. Tell the class that this time, if you read a three-letter word, they should put their hand up.

Each time a pupil puts their hand up, ask which three-letter word they have heard.

Ask them the question: 'Does that word have a vowel in the middle?'

### Pair task

Ask the pupils to count the number of three-letter words in the story.

Ask them to choose a three-letter word and count how many times it is used in the story.

Ask pupils to choose one of the three-letter words and make a sentence containing that word.

While they are doing this, move around the pairs and read the story with as many of them as possible.

## Plenary

### Whole class teaching

Ask pairs to read their sentence with the class.

# Adamu and his cows

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Read the 'e' words.

Write simple words and know their meaning.

## Teaching aids

### Before the lesson:

Prepare sets of 26 blank small cards or papers and two larger pieces for each pair of pupils.

Have ready the sound flash cards.

Read Macmillan New Primary English 2, page 27.

Write some key objects that can be found where cows are, eg: 'grass', 'milk'.

## Letters and sounds

### Whole class teaching

Play the sound game from Day 3.

Write 'we', 'me', 'he', 'be' and 'she' on the chalkboard and ask the pupils to read them.

Give each pair the blank cards.

Write the alphabet on the chalkboard and say all of the letter sounds.

Ask the pupils to write the letters on their cards as you say them.

Write 'ou' and 'oi' on the chalkboard.

Remind the pupils of these sounds.

Ask them to write these sounds on the larger cards.

Ask each pair to use the alphabet cards to make words containing the sounds 'ou' and 'oi'.

Ask each pair to share their words with the rest of the class.

10  
minutes

## Introduction

### Whole class teaching

Ask pairs to tell one another a place where they have seen cows.

Ask them to say at least five things that are in that place in English.

25  
minutes

Macmillan New  
Primary English 2

## Main activity

### Whole class teaching

Ask pupils to look at Macmillan New Primary English 2, page 27 and say what they can see.

Write these words on the chalkboard.

Explain that a person who looks after cows is known as a herdsman.

Read pupils the story and ask them to listen for the words on the chalkboard.

### Individual task

Ask pupils to draw a picture of a cow in their exercise books.

Ask them to use the words on the chalkboard to identify some things in the picture in the textbook, eg: grass, herdsman, other cows.

While they are doing this, move around the classroom and read the story with pairs of pupils.

10  
minutes

## Plenary

### Pair task

Ask pupils to show one another their drawings and labels.

Ask them to check each other's work.

Ask if they can add one more word to their partner's drawing.

**Literacy  
lesson plans  
Primary 2**

**Term 1  
Creating an  
effective learning  
environment**

**Week 5  
Letters and words  
Day 5**

# Numbers

## Learning outcomes

### By the end of the lesson, most pupils will be able to:

Read and write sentences with 'e' words.

Write the numbers 1—10 in words.

## Teaching aids

### Before the lesson:

Prepare two blank cards for each pair of pupils.

Write:

'He shouts at me.'

'Let me in the house.'

'She is sad.'

Have ready Day 4's alphabet cards, 10 pieces of card and if possible crayons.

Draw the numbers 1—10 on the chalkboard and write each number in words.

## Letters and sounds

### Whole class teaching

Ask the pupils to read the sentences on the chalkboard with you, then clean the chalkboard.

Dictate the sentences to the pupils and ask them to write them down.

Write 'ar' and 'er' on the chalkboard and ask the pupils to tell you words which have these sounds in them. Write their ideas on the chalkboard.

Give each pair the blank cards.

Ask them to write 'ar' and 'er' on the cards.

Ask pupils to use their alphabet cards to make words containing the sounds 'ar' and 'er'.

Ask them to share these with the rest of the class.

10  
minutes

## Introduction

### Whole class teaching

Take the class outside and ask them to stand in a circle.

Explain that they will walk around in the space and you will call out a number between one and ten.

When you call out a number, the pupils must arrange themselves in a group of that number.

Any pupils who cannot be in a group should stand with you.

Each time the pupils have made groups, lead them in drawing the number in the air as large as possible.

25  
minutes

## Main activity

### Group task

Take the class back inside.

Give each group a sheet of paper and a number between one and ten.

Ask them to draw their number in the middle of the piece of card or paper.

Then ask if any pupils can write the number in words in the air. If they can, ask them to lead the class in writing the number's name.

If no pupils feel confident in writing the number in words, you lead them.

Write each number in words in the air several times.

Call out different numbers.

The last number you call out should put the class into groups.

Tell the pupils that they will now be working in those groups.

Ask them to write the number in words around the number.

Every person in the group should write the number's name, so it should be written several times.

Any groups that finish quickly can decorate their number with colours or pictures, then if necessary give them another number to do so that all the numbers from 1—10 have been written.

10  
minutes

## Plenary

### Whole class teaching

Ask each group to show their card to the class.

Ask each group in turn to lead the class in writing their number in the air.

Display the numbers around the classroom.

## Credits

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In 2008, Kwara State carried out a Teachers' Development Needs Assessment for all primary school teachers. This showed that most teachers in Kwara State did not have strong literacy and numeracy skills. The Kwara State Government responded by developing a strategy to support existing teachers and improve new teachers' pre-service training.

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These literacy and numeracy lesson plans, developed by the Kwara State School Improvement Team, were part of that strategy. Two years after introducing these plans alongside the training and support programme, Kwara State began to see strong improvements in teachers' teaching skills and pupils' learning outcomes.

## Special thanks go to:

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The Honourable Commissioner and staff of the Kwara State Ministry of Education and Human Capital Development, as well as the Kwara State Universal Basic Education Board for their support and valuable input and for agreeing to share these plans with other states.

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Thanks also go to the teachers of Kwara State who have used these plans to bring about change in their classrooms.

