

This publication is **not** for sale



Kwara State Government

Produced with the
support of

esspin

Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

**Literacy
lesson plans**
Primary 2

Term 2
Creating
opportunities for
classroom talk

Weeks
16—20

Type of lesson plans/
Grade

Term/
Learning theme

Literacy lesson plans Primary 2 Term 2

▶ Creating opportunities for classroom talk

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



Introduction

Quality education is a direct result of the quality of teaching and teachers, more than anything else. Unfortunately, it is in these most critical factors that Kwara State education has suffered the worst setback in recent years.

Reports showing that the majority of children completing the first six years of basic education are unable to read or write have raised serious concerns about the quality of teaching and teachers in our schools.

In trying to understand this, it was concluded that the teachers failed because their own basic education failed. In other words, they were also victims of an education system that has collapsed at all levels. Therefore, to address this serious problem, our intervention is holistic and will be delivered on a sustained basis.

These lesson plans have been described as a 'cookery book' approach to teacher training. As a teaching manual, they have been designed to provide a step-by-step guide to teachers of literacy and numeracy, while ensuring that children become active learners.

In using these lesson plans, teachers are continuously supported by both the state school improvement teams and the school support officers who have been trained to provide such support.

I am delighted to note that within a very short time of these lesson plans being introduced into our schools, children's learning abilities have improved considerably. The lesson plans have also made learning and teaching a lot more exciting for both teachers and pupils.

I am confident that these lesson plans will raise standards in our schools and improve the quality of children proceeding to higher levels of education in the near future.

I commend all those who have worked very hard to produce these lesson plans and thank the UK Department for International Development (DFID) for its abiding support to Kwara's education reform through its ESSPIN project.

Bolaji Abdullahi

Honourable Commissioner
for Education,
Science and Technology,
Kwara State

**Literacy
lesson plans
Primary 2**

**Term 2
Creating
opportunities for
classroom talk**

**Weeks
16—20**

Introduction

▶ Creating opportunities for classroom talk

Classroom talk

In any classroom, the pupils should do most of the talking, not the teacher. If pupils have the chance to talk they will quickly improve their language skills.

They should experience lots of different types of talk, in pairs, small groups, and within the whole class, eg:

Having conversations between themselves and with adults in the school.

Asking questions of each other and of the adults in the school.

Answering questions.

Telling stories.

Taking part in role play.

Expressing opinions.

Explaining how to do something.

Giving instructions.

Solving problems.

Sharing ideas.

Retelling experiences.

Singing songs.

Saying rhymes.

These are all included in the literacy lesson plans.

Here are some ideas to help you encourage all pupils to join in classroom talk:

Ask questions which have lots of different answers and can be answered by individuals, not the whole class at the same time.

When you ask a question, count to 15 in your head before you choose someone to answer. This gives all pupils the chance to think of something to say, not just the 'quick thinkers'.

When you ask a question, give the pupils 2 or 3 minutes to discuss the answer with a partner before putting their hands up.

When you ask a question, give the pupils 2 or 3 minutes to write the answer in their exercise books and then ask random pupils. This makes all pupils try to think of the answer.

Sit the pupils in a circle and ask them a question which has lots of different answers. Go around the circle and ask every pupil to answer.

**Literacy
lesson plans**
Primary 2

Term 2
Creating
opportunities for
classroom talk

Weeks
16—20

Introduction

▶ Songs and stories for the term

The naughty monkey

One afternoon in January, Ade went to Omo's father's shop to buy bread and butter because he was hungry. He didn't see the monkey hiding in the tree near the shop.

He went into the shop and bought two slices of bread and stored them safely in his basket, which he carried home on his head.

Suddenly, the monkey jumped out of the tree and grabbed the bread and butter. He ran back to the tree and sat high above Ade, eating and laughing because he was so clever. Ade shouted at the monkey because he was angry, but the monkey did not bring back the food.

So Ade went back home crying because he had nothing to eat for lunch.

Days of the week

On Monday I walk to school /
On Tuesday I run to school /
On Wednesday I jump to school /
On Thursday I skip to school /
On Friday I walk, run, jump and skip to school /
On Saturday I stay at home /
And on Sunday I stay at home.

Months of the year

30 days have September, April, June and November /
All the rest have 31, except February alone – 28 days clear and 29 each leap year.

5 naughty monkeys

5 naughty monkeys jumping on the bed /
1 fell off and bumped his head /
Mummy called the doctor,
The doctor said /
'No more monkeys jumping on the bed' /

4 naughty monkeys...
3 naughty monkeys...
2 naughty monkeys...
1 naughty monkey...

**Literacy
lesson plans
Primary 2**

**Term 2
Creating
opportunities for
classroom talk**

**Weeks
16—20**

**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)

Happy!

I'm happy, happy,
happy in the morning /
(s-t-r-e-t-c-h)

I'm happy, happy, happy
at night / (mime sleeping)

I'm happy, happy, happy
when I write / (mime writing)

I'm happy, happy, happy
in the sun / (make a big sun
with arms)

I'm happy, happy, happy
in the rain / (wiggle fingers)

I'm happy, happy, happy
when I come to school /
(hold hands around a circle
and walk towards the centre
of the circle)

And happy to go home
again. (hold hands and
walk backwards to original
positions in the circle)

The clapping rhyme

(Pupils stand in a circle
and do the actions)
Clap in, clap out /
Clap up, clap down /
Clap over, clap under /
Clap all around.

**If I had two wings
like a bird**

If I had two wings like
a bird /
If I had two wings like
a bird /
I would fly, fly up high /
Over the mountains,
over the seas /
And fly back to my
sweet home.

Under the table

On the table, put your hand on the table /
Under the table, put your ball under the table /
Inside the pot, put your food inside the pot /
Inside the class, put your bag inside the class.

If you're happy and you know it

If you're happy and you know it clap your hands, (clap clap) /
If you're happy and you know it clap your hands, (clap clap) /
If you're happy and you know it and you really want to show it, if you're happy and you know it clap your hands.
(clap clap)

If you're happy and you know it stamp your feet, (stamp stamp) /
If you're happy and you know it stamp your feet, (stamp stamp) /
If you're happy and you know it and you really want to show it, if you're happy and you know it stamp your feet.
(stamp stamp)

If you're happy and you know it nod your head, (nod nod)...

If you're happy and you know it shout 'we are' ('we are')...

If you're happy and you know it do all four (clap clap, stamp stamp, nod nod, 'we are')...

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 / (x2)...

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



Week
16
Months of the year

Letters/sounds

'er'
father
mother
teacher
ruler
paper
painter
hunter
enter

Words/phrases

January
February
March
April
May
June
July
August
September
October
November
December
month
last
swept
gave
rang
sang

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.

Months of the year

Learning outcomes

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

Say the sound which the letter combination 'er' makes.

Say the names of the months of the year.

Read the names of the months of the year.

Teaching aids

Before the lesson:

Write the letters 'er' on the chalkboard.

Write the words containing 'er' on the chalkboard.

Make a set of flash cards containing the months of the year for each group.

Letters and sounds

Whole class teaching

Tell the class that 'er' makes the sound 'er', as in 'her'.

On the chalkboard, show the pupils a word containing 'er' and ask someone to underline the letters 'er'.

Ask if any of the pupils can read the word. If not, tell them what it says.

Ask the pupils to write the word in their exercise books and underline the letters 'er', and then draw a picture to illustrate its meaning.

Ask them to read the word to the person sitting next to them.

10
minutes

Introduction

Group task

Ask each group to discuss the names of the months of the year and see how many they can remember.

25
minutes

Main activity

Whole class teaching

Ask each group to tell you the name of one of the months of the year.

As they tell you, write the names along the bottom of the chalkboard in the order that they say them.

Ask the pupils to stand in a circle and put the months of the year flash cards face down in the middle.

Ask one pupil to take a card, look at it then read out the first letter only.

Get the rest of the class to guess which month it is.

Ask a pupil to put the card underneath the same word written on the chalkboard.

Continue until every month is matched.

Pair task

Give each pair a card and ask them to read the name of the month.

Ask them to tell each other, in their local language, one thing they know about that month, eg: an event, a change in the weather.

Ask them to draw a picture of it in their exercise books.

Tell them to look closely at the way the month name is written, talk to each other about the letters it contains and then turn the card face down and try to write the word underneath their picture.

Ask them to check that they have spelled it correctly.

10
minutes

Plenary

Whole class teaching

Ask the pupils to bring out their months cards. Tell them to stand in the correct order from January to December. Try not to tell them the answers.

Sequencing months of the year

Learning outcomes

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

Break 'er' words into sections to read them.

Sequence the months.

Read the names of the months.

Ask and answer simple questions in English.

Teaching aids

Before the lesson:

Make flash cards containing the letters 'er'.

Write the following on the chalkboard: 'teach', 'print', 'sing', 'und', 'ov', 'ent', 'pap'.

Find the months of the year flash cards.

Letters and sounds

Whole class teaching

Ask the pupils to tell you what sound the letter combination 'er' makes.

Ask them to copy the words on the chalkboard and read them to the person sitting next to them.

Explain that when you are reading it can sometimes help to break words up into smaller pieces.

Explain that the words that they have written in their exercise books are parts of longer words which have the letters 'er' at the end.

Ask them to write the letters 'er' at the end of each word.

Ask them to read each part of the word and then put them together, ie: 'teach-er' = teacher.

10
minutes

Introduction

Whole class teaching

Hand out the flash cards containing the months of the year.

Ask the pupils who are holding them to stand in the correct order, while the rest of the class helps.

25
minutes

Main activity

Whole class teaching

Ask all the pupils to stand in a circle and give the month flash cards to the pupils to hold.

Ask them questions about the months, eg:

‘Say the names of the months that begin with the letter ‘J’.

‘Say the names of the months that have a ‘y’ at the end’.

‘Say the names of the months that have the letters ‘er’ in them’.

‘Say the names of the months that have 30 days in them’.

Place the flash cards along the bottom of the chalkboard so that all the pupils can see them.

Pair task

Ask the pupils to ask each other, and answer, three questions about the months of the year using the starting phrase: ‘Say the names of the months of the year that...’

10
minutes

Plenary

Whole class teaching

Ask one or two pupils to say their questions and answers in front of the rest of the class.

Months of the year

Learning outcomes

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

Recognise words which end with 'er'.

Read and write the names of the months of the year.

Teaching aids

Before the lesson:

Put the months of the year flash cards along the bottom of the chalkboard.

Draw the 'word search' (shown opposite) on the chalkboard.

Gather plenty of small stones so that each pupil can have up to six.

Letters and sounds

Whole class teaching

Write 'er' on the chalkboard.

Write the words 'father', 'under', 'over' and 'teacher' on the chalkboard next to the word search.

Read the words to the class.

Explain that these words are hidden inside the square, either across or down.

Ask the pupils to find the hidden words.

Invite pupils to come out and put a circle around each word.

Ask them to choose one of the words and copy it into their exercise books, missing out the first letter, eg: ' _ ather'.

Ask the person sitting next to them to fill in the missing letter and read the whole word.

10
minutes

Introduction

Whole class teaching

Write the starter phrase on the chalkboard:
'The month of March has...'

Ask the pupils to copy it into their exercise books and complete the sentence.

Ask one or two pupils to read out their sentence for the rest of the class.

25
minutes

Main activity

Whole class teaching

Ask the pupils to open their exercise books and divide one page into six squares.

Ask them to choose the names of six months of the year and write one month in each square.

When they have done this, ask them to swap their exercise books with the person sitting next to them.

Ask them to check the spelling and make sure that they can read the names of the months that the other person has written.

Game

Put the flash cards face down on your table.

Ask a pupil to come out, turn one card over and read it so the rest of the class can hear.

If a pupil has that month written in one of their squares, ask them to cover it with a stone.

When a pupil has covered every word with a stone they should shout out 'six months'.

Declare them the winner and start the game again.

Play three times.

10
minutes

Plenary

Individual task

Ask the pupils to say the 'Months of the year' rhyme with you.

10
minutes

Review

Word search

r	f	a	t	h	e	r
l	k	l	e	e	p	f
j	c	g	a	d	o	g
l	t	h	c	a	v	h
o	l	u	h	t	e	s
u	n	d	e	r	r	c
v	r	r	r	s	d	j

father
under
over
teacher

Yesterday at school

Learning outcomes

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

Read words containing the letter combination 'er' by breaking up the word into two parts.

Use the past tense to make simple sentences.

Recognise that full stops mark the end of a sentence.

Teaching aids

Before the lesson:

Write the following words on the chalkboard: 'teacher', 'father', 'number', 'letter', 'under', 'over'.

Read Macmillan Primary English 2, page 49, and practise reading the story.

Letters and sounds

Whole class teaching

Write 'er' on the chalkboard.

Help the pupils to read the words by encouraging them to break the words into two small pieces with one syllable in each, eg:

numb-er

teach-er

lett-er

und-er

ov-er

Ask them to choose one of the above words and say a sentence with it in.

Write the sentences on the chalkboard as they say them for everyone to see.

Ask one or two pupils to come out and read each sentence.

10
minutes

Macmillan
Primary English 2

25
minutes

10
minutes

Introduction

Whole class teaching

Read the story 'Yesterday at school' in Macmillan Primary English 2, page 49, to the class.

Main activity

Group task

Give each group 5 minutes to make up a simple role play which tells the story they have just heard.

Ask each group to show their role play to the whole class.

Whole class teaching

Ask the pupils to finish the following sentence: 'Last month I...'

Remind them that they are talking about something that happened in the past, so they should use an **ed** word to complete the sentence, eg: 'Last month I shout**ed** loud'.

Write their sentences on the chalkboard so they can see how they are written.

Explain to them that at the end of every sentence there should be a full stop, eg: 'Last month I jumped high.'

Plenary

Pair task

Ask one or two pupils to come out and read the sentences for the rest of the class.

Yesterday at school

Learning outcomes

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

Ask and answer simple questions using the past tense.

Use the past tense to make simple sentences.

Teaching aids

Before the lesson:

Write the following sentences on the chalkboard:

'I the floor in March.'
(sweep, swept)

'My father me a box in January.'
(give, gave)

'Laro a song in February.'
(sing, sang)

'John the bell in May.'
(ring, rang)

Letters and sounds

Whole class teaching

Write the letters 'er' on the chalkboard and ask the pupils to try and write as many words which end in 'er' as they can, in their exercise books.

Ask them to draw a picture to illustrate the meaning of each word they have written.

Ask the pupils to hold up their work for everyone to see and read out their words.

10
minutes

Macmillan
Primary English 2

25
minutes

Macmillan
Primary English 2

10
minutes

Introduction

Whole class teaching

Read the story in Macmillan Primary English 2, page 49, 'Yesterday at school'.

Explain to the pupils that some verbs, when used in the past tense, do not end in 'ed' but are completely different, eg:

sweep → **swept**
give → **gave**
sing → **sang**
ring → **rang**

Main activity

Whole class teaching

Ask the pupils the question: 'What did you do in December?'

Ask them to use one of the above verbs to finish the sentence: 'In December I...'

Pair task

Ask each pair to ask his/her partner the following question, choosing a month of the year to finish the question: 'What did you do in...?'

Ask them to answer using the phrase and the verbs above: 'In... I...'

Tell the pupils to copy the sentences on the chalkboard into their exercise books.

Ask them to choose the word which fills the gap.

Plenary

Whole class teaching

Ask a pupil to read out each sentence and tell the other pupils to check they have chosen the correct word.



Week
17
At the shop

Letters/sounds

'ch'
chair
bench
chalk
cheek
lunch
church
branch
chain
chart

Words/phrases

stayed
friend
trader
bucket

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.

Lesson
title

Omo's father's shop

15
minutes

Song

ch

Learning outcomes

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

Say the sound that the letter combination 'ch' makes in a word.

Recognise the sound in a word.

Listen to a simple story in English.

Teaching aids

Before the lesson:

Write the words containing 'ch' on the chalkboard.

Set up a classroom shopping corner.

Look at Macmillan Primary English 2, page 52, and make sure you can read it easily.

Letters and sounds

Whole class teaching

Ask pupils to stand in a circle at the front of the classroom.

Teach them the song 'If I had two wings like a bird'.

Ask the class to join in the song and actions with you.

Ask the pupils to read the words on the chalkboard and then come out and underline any letter patterns in each word.

Teach the sound that a blend of letters 'ch' make in a word, ie: 'ch' as in 'children'.

Ask if they can tell you whether the letter blend is at the beginning, middle or end of the word.

10 minutes | Macmillan Primary English 2

Introduction

Whole class teaching

Ask pupils to look closely at the picture in Macmillan Primary English 2, page 52, and discuss it with a partner.

Ask pupils the following questions:

- ‘Who can you see in the shop?’
- ‘What are they doing?’

25 minutes

Main activity

Group task

Give each group one of the tasks below:

- Draw/write a list of the people inside the shop.
- Draw/write a list of the items you see inside the shop.
- Draw/write a list of the places where the items are displayed.

Ask all the groups to exchange their lists to see what the other groups have written/drawn.

10 minutes | Macmillan Primary English 2

Plenary

Whole class teaching

Read the story ‘Omo’s father’s shop’ in Macmillan Primary English 2, page 52, to the class.

Lesson
title

Omo's father's shop

15
minutes

ch

Learning outcomes

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

Say the sound that the letter combination 'ch' makes in a word.

Read a simple story in English.

Identify the main events in a story.

Teaching aids

Before the lesson:

Make key words flash cards.

Read Macmillan Primary English 2, page 52.

Letters and sounds

Whole class teaching

Say the sound made by the letter combination 'ch'.

Ask pupils to mention words containing the letters.

Write the words on the chalkboard as they are mentioned.

Read the words and ask the pupils to read them after you.

Ask individual pupils to make a sentence containing each word.

10
minutes

Song

25
minutes

Macmillan
Primary English 2

10
minutes

Introduction

Whole class teaching

Ask pupils to stand in a circle at the front of the classroom.

Sing: 'My head, my shoulders' and do the actions with the pupils.

Flash the cards with the key words and ask the pupils to tell you what each word says.

Main activity

Pair task

Read the story 'Omo's father's shop' in Macmillan Primary English 2, page 52, to the pupils.

Ask each pair to read the story together, trying to work out the words that they don't understand by sounding out the letters.

Ask the pupils to divide a page in their exercise books into two and draw two things that happened in the story.

Ask them to make up a sentence that they can say to the rest of the class about their picture.

While they are drawing, walk around the class and help each pair to read the story.

Plenary

Whole class teaching

Ask each pair to show their picture to the rest of the class and say one sentence to describe their picture.

Lesson
title

The naughty monkey

15
minutes

Game

ch

Learning outcomes

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

Recognise the letter blend 'ch' in a word.

Listen to a story in English.

Ask and answer questions about the story.

Teaching aids

Before the lesson:

Draw the sentence box on the chalkboard as shown below.

Sentence box

Ade bought bread and butter
The monkey grabbed the bread
Ade cried

because

it was naughty
he had nothing to eat for lunch
he was hungry

Letters and sounds

Whole class teaching

Play 'hangman' using two or three words which contain the letter blend 'ch'.

10 minutes | Story

Introduction

Whole class teaching

Read the story
'The naughty monkey'.

25 minutes | Story

Main activity

Whole class teaching

Ask the pupils, in groups,
to role play the story.

Explain that **because** is
used to join two sentences
together to explain why
something happened, eg:
'The monkey laughed
because he was so clever.'

Ask the pupils some
questions which use the
word 'because' in the
answer, eg:
'Why did Ade go to
the shop?' (Ade went to
the shop **because** he
wanted to buy some bread
and butter).

'Why did Ade shout at
the monkey?' (Ade shouted
at the monkey **because**
he was angry).

Individual task

Explain the sentence box
on the chalkboard and
ask each pupil to use
it to write two sentences
about the story in their
exercise books.

10 minutes | Song

Plenary

Whole class teaching

Ask three pupils to
read their sentences out
to the class.

Sing '5 naughty monkeys'.

I wish I had bought

Learning outcomes

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

Write the letters 'ch' in a word.

Write words in simple sentences.

Ask and answer simple questions in the past tense.

Teaching aids

Before the lesson:

Write incomplete words on the chalkboard, eg ' _ air', 'lun _', 'chur _', 'ben _'.

Write the following words on the chalkboard:

'bought'

'a'

'wish'

'I'

'had'

Letters and sounds

Whole class teaching

Ask pupils to fill in the gaps in the incomplete words written on the chalkboard.

Let pupils identify the letters common to all the words.

10
minutes

Introduction

Whole class teaching

Explain that **bought** is a word you use when an event happened in the past, ie: buy → **bought**

Ask individual pupils to answer the question: 'What did you buy when you last went to the shop?'

Ask them to answer using the starter phrase: 'When I went to the shop I **bought**...'

25
minutes

Main activity

Individual task

Ask each pupil to write and draw two items they wish they had bought from the shop.

Write a list of their ideas on the chalkboard.

Tell them to write a sentence using their word and the words:

'bought'

'a'

'wish'

'I'

'had'

Remind them to put a full stop at the end of their sentence.

10
minutes

Plenary

Whole class teaching

Let each pupil read their sentence to the class.

Word spelling

Learning outcomes

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

Write simple sentences with
words containing the sound 'ch'.

Spell a selection of words correctly.

Teaching aids

Before the lesson:

Have key words flash cards ready.
Each pair will need one card.

Write the key words on the
chalkboard.

Letters and sounds

Whole class teaching

Explain to the pupils that you
are going to give them an instruction.
If you start the instruction with
'Simon says' they should follow
the instruction. If you just give
an instruction they should remain
still. If they move when you have
not started your sentence with
'Simon Says' they have to sit out
for two turns.

Play 'Simon says' with the class
using 'ch' words, eg:
'touch your head'
'point to the chair'
'pat the bench'
'pick up the chalk', etc.

Dictate the following sentences
for the pupils to write in their
exercise books:
'Pat the bench.'
'Sit on the chair.'
'Touch the chalk.'

10
minutes

Introduction

Whole class teaching

Flash the cards one at a time and ask the pupils to read them.

25
minutes

Main activity

Individual task

Arrange all the cards face down on the table in front of the class.

Ask one pupil at a time to pick one card, show it and spell the word to the class.

Ask pupils to spell the key words on the chalkboard and ask another pupil to rub off the words as they are being spelled.

Pair task

Put flash cards on pupils' desks and ask each pair to take a card and spell the word to each other.

Swap the cards among various pairs, with each pair spelling words to their partner.

Retrieve the cards and ask the pupils to open a page in their exercise book.

Ask pupils to write as you dictate the words.

10
minutes

Plenary

Whole class teaching

Ask one or two pupils if they can put the words into a sentence.



Week
18
Shopping

Letters/sounds

'ear'
near
fear
clear
ear
hear

'ing'
swimming
jumping
running
shopping
eating
walking
planting
drinking
selling
buying

Words/phrases

rice
eggs
yam
beans
bread
leg
bottles
matches
tea
cold
drinks
sugar
soap
because

Why?

How many?

How much?

Do you have?

Can I buy?

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.

Ralia

Learning outcomes

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

Say the sound that the letter combination 'ear' makes in words.

Make simple sentences using the sentence connective 'because'.

Teaching aids

Before the lesson:

Write the following on the chalkboard:

'n ___', 'f ___', 'cl ___', 'h ___'.

Read Macmillan Primary English 2, pages 55—57.

Letters and sounds

Pair task

Write the letter combination 'ear' on the chalkboard and teach the sound it makes, ie: 'ear' as in 'hear'.

Ask the pupils to write the words on the chalkboard in their exercise books, filling in the gap with the letters 'ear'.

Ask them to read the words in pairs, using their knowledge of the sound that 'ear' makes to help them sound out the words.

Ask one or two pairs to read out the words they have made, making sure that they pronounce them correctly.

10
minutes

Song

Macmillan
Primary English 2

25
minutes

Macmillan
Primary English 2

10
minutes

Introduction

Whole class teaching

Sing the song 'Happy!' and do the actions altogether.

Read the story 'Ralia' in Macmillan Primary English 2, page 55.

Ask the pupils to say what happened at the start of the story, in the middle of the story, and at the end of the story.

Main activity

Pair task

Tell each pair they are going to role play a scene from the story which answers a question.

Give each pair one of the following questions to role play:

'Why was Ralia sad?'

'Why did the seed grow?'

'Why did Ralia pick the fruit?'

When they have finished the role play, ask the pupils to answer the question using the word 'because' in their answer, eg:

'Ralia was sad because...'

'The seed grew because...'

'Ralia picked the fruit because...'

Ask pupils to complete Macmillan Primary English 2, page 56, exercise 2 in their exercise books.

Plenary

Pair task

Ask them to read the completed sentences to each other.

A classroom shop

Learning outcomes

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

Say the sound that the letter combination 'ear' makes in a word.

Write key words correctly.

Teaching aids

Before the lesson:

Write the words containing the letter combination 'ear' on the chalkboard.

Read Macmillan Primary English 2, page 52.

Ask the pupils to bring empty tins and boxes from home to make a shop.

Cut up a piece of blank card for each pupil.

Letters and sounds

Whole class teaching

Ask if any of the pupils can say the words in which the sound 'ear' occurs.

Ask pupils to choose a word, come out to the front of the class and do an action to illustrate the meaning of the word.

Tell the rest of the pupils to write the word in their exercise books.

Ask one or two pupils to say what they have written.

Continue the game for two or three words.

Introduction

Whole class teaching

Read the story 'Omo's father's shop' in Macmillan Primary English 2, page 52.

Main activity

Whole class teaching

Ask the children to talk about the local store and say what can be found there.

Write their ideas on the chalkboard.

Ask the pupils to think about how they could set up a shop in the classroom: 'What do you need in a shop?'

Plenary

Whole class teaching

Tell two pupils to go into the shop and role play.

Read the story 'Omo's father's shop' in Macmillan Primary English 2, page 52 again.

Going shopping

Learning outcomes

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

Say the sound that the letter
combination 'ear' makes in a word.

Ask, then write, simple questions.

Teaching aids

Before the lesson:

Write the words with 'ear' in them
on the chalkboard.

Read Macmillan Primary English
2, page 52.

Gather the shopping items gathered
the previous day.

Write the following phrases on
the chalkboard:

'How many?'
'How much?'
'Do you have?'
'Can I buy?'

Letters and sounds

Whole class teaching

Write the letters 'ear' on the
chalkboard and let the pupils
say the sound.

Ask different pupils to read
the 'ear' words written on
the chalkboard.

Ask the pupils if they can say
a sentence which illustrates the
word, eg:
'Hassan can hear music.'

Pair task

Ask the pupils to write one
simple sentence which contains
one of the words, remembering
to put a full stop at the end.

10
minutes

Macmillan
Primary English 2

25
minutes

10
minutes

Introduction

Whole class teaching

Read the story 'Omo's father's shop' in Macmillan Primary English 2, page 52.

Ask the pupils the questions about the story listed in Macmillan Primary English 2, page 53, exercise 1.

Main activity

Group task

Ask the pupils to look at the question starters on the chalkboard and read them to each other.

Instruct them to make up questions they will ask when they visit the shop, using the question starters on the chalkboard.

Ask each group to tell you one question they have made up.

Pair task

Ask the pupils to try and write all the questions they thought of, using the words in the shop to help them.

Explain that at the end of a question there should be a **question mark**, and encourage them to write it at the end of their questions.

While they are doing this, bring out each pair of pupils to role play some questions and answers in the shop.

Plenary

Whole class teaching

Ask one or two pupils to read out their questions to the whole class and choose someone to answer them.

At the market

Learning outcomes

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

Ask and answer simple questions in English using the letter combination 'ing'.

Read a simple poem in English.

Teaching aids

Before the lesson:

Make flash cards with the following words on them: 'swimming', 'jumping', 'running', 'shopping', 'eating', 'walking', 'planting', 'drinking', 'selling', 'buying'.

Familiarise yourself with Macmillan Primary English 2, page 61, so that you can read it out loud easily.

Letters and sounds

Whole class teaching

Mime different actions, then ask a pupil to answer the question: 'What am I doing?' ('You are ___ing.')

Put the flash cards face down on your table and ask pupils to come out one at a time to choose a card.

Ask them to read the card and, without telling anyone what is on it, mime the action for the rest of the class to guess.

Ask the pupils to choose a flash card, look at it carefully, then put it face down and try to write the word in their exercise books.

10 minutes | Macmillan Primary English 2

Introduction

Whole class teaching

Read the poem: 'At the market' in Macmillan Primary English 2, page 61, to the class.

Ask them to turn to Macmillan Primary English 2, page 61, and look at the picture.

Ask them to answer the questions:

'What can you see in the picture?'

'What are the people doing?'

25 minutes | Macmillan Primary English 2

Main activity

Group task

Divide the class into groups of three.

Ask each group to read the poem in Macmillan Primary English 2, page 61.

Ask them to look at the poem and decide which words the market seller is saying, which words the girl shopping is saying and which words the story teller is saying.

10 minutes

Plenary

Whole class teaching

Ask one or two groups to come out and perform their poem for the class.

At the market

Learning outcomes

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

Add the letters 'ing' to a word and read the new word.

Say a simple sentence in English.

Write a simple sentence in English.

Teaching aids

Before the lesson:

Write the words:
'bring', 'sing', 'ring', 'look', 'play'
on the chalkboard.

Collect the item labels from
the class shop.

Letters and sounds

Whole class teaching

Ask the pupils to copy the words on the chalkboard into their exercise books.

Ask them what sound the letters 'ing' make.

Instruct them to add the letters 'ing' onto the end of the words they have written.

Tell the pupils to read the words to each other and draw pictures to illustrate their meaning.

10
minutes

Macmillan
Primary English 2

25
minutes

10
minutes

Game

Introduction

Whole class teaching

Ask three pupils to come out and perform the poem 'At the market' from Macmillan Primary English 2, page 61, in the way they did on Day 4.

Main activity

Group task

Ask pupils to answer the question: 'What items can be found in shops and at the market?'

Take the item label cards from the shop and place them face down on your table.

Ask a pupil to choose a card and hold it up for the rest of the class to read.

Challenge each group to make up as many sentences as they can, using that word.

Ask each group to tell you how many sentences they have made up.

Ask each group to say one sentence and write each sentence on the chalkboard as they say them.

Continue until there are no new sentences.

Pair task

Tell each pair to choose one sentence and look at it closely for spelling and structure.

Rub the sentences off the chalkboard.

Ask the pupils to try and write the sentences in their exercise books, remembering to put a full stop at the end.

Plenary

Whole class teaching

Play the game 'I went to Omo's father's shop and I bought...' with the pupils.



Week
19
Journeys

Words/phrases

don't
is
are
a
an
this
those
these
that
fast

Two-syllable words

football
market
window
open
driver
lorry
happy
teacher
today

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.

Lesson
title

Don't jump!

15
minutes

Two-syllable
words

Learning outcomes

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

Read two-syllable words.

Use the negative command 'don't'.

Follow simple instructions.

Teaching aids

Before the lesson:

Write the two-syllable words on the chalkboard.

Make flash cards with the following commands:
'talk', 'run', 'sit', 'walk', 'stop',
'jump', 'don't'.

Letters and sounds

Whole class teaching

Teach the pupils how to read one or two of the two-syllable words, by splitting each word into two parts and asking the pupils to sound out each part, eg:

'o-pen'

'win-dow'

'dri-ver'

'lo-rry'

Ask them to put up their hands if anyone can read the rest of the words to the class, by breaking them into two syllables.

10
minutes

Introduction

Whole class teaching

Ask the pupils to move around the room and show them the flash cards with the commands on them, eg: 'jump'.

Sometimes, hold the commands and the word 'don't' together, to make a negative command, eg: 'don't jump'.

Ask them to follow the instructions written on the card.

25
minutes

Main activity

Pair task

Ask two pupils to sit facing each other.

Hold up each flash card, one at a time.

Ask the pupils to use the words on the flash cards to give each other commands, then follow them with negative commands, eg: 'Stand up' 'Don't stand up'.

10
minutes

Plenary

Whole class teaching

Flash the cards to the pupils to quickly read through.

Lesson
title

This and these

15
minutes

Two-syllable
words

Learning outcomes

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

Use two-syllable words in simple sentences.

Say 'this' and 'these' in sentences.

Teaching aids

Before the lesson:

Write the following words on the chalkboard: 'this', 'these'.

Letters and sounds

Whole class teaching

Write the following words on the chalkboard: 'teacher', 'ruler', 'football', 'open', 'story', 'market', 'today', 'happy'.

Stand the pupils in a circle and ask them to say the words, clapping as they say each syllable, eg:

'teach-er'
(clap-clap)

'o-pen'
(clap-clap)

This helps them hear the two syllables in the word.

Ask the pupils to choose one of the words and say a simple sentence using that word.

Tell them to clap the syllables as they say the word in the sentence, as shown opposite.

10
minutes

Introduction

Whole class teaching

Read out the words on the chalkboard to the pupils and ask if anyone knows how to use them in a sentence.

Pick up a book and say:
'This is a book.'

Ask the pupils to pick up a book and say the same sentence to a partner.

Pick up two or three books and say:
'These are books.'

Clap the syllables:

The **teach-** **er** **went** **to** **the** **mar-** **ket**
clap clap- clap clap clap clap- clap

25
minutes

Main activity

Pair task

Ask the pupils to say the following sentences to each other, using 'this' and 'these' correctly:

'This is a book.
These are ___'

'This is a clock.
These are ___'

'This is a yam.
These are ___'

'This is a hen.
These are ___'

'This is a goat.
These are ___'

10
minutes

Plenary

Whole class teaching

Ask the pupils to hold up their pictures and say the correct sentence for each picture.

Ask them to divide a page of their exercise books in two and on one side draw a picture to show the meaning of one of the sentences, eg: 'This is a yam'.

On the other side of the page, tell them to draw a picture to show the meaning of the related sentence, eg: 'These are yams'.

Lesson
title

The lorry driver

15
minutes

Two-syllable
words

Learning outcomes

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

Identify words with two syllables.

Say a simple rhyme.

Say a simple sentence in English about the rhyme.

Teaching aids

Before the lesson:

Make flash cards containing one-syllable words and two-syllable words.

Read 'The lorry driver' in Macmillan Primary English 2, page 58.

Letters and sounds

Group task

Remind the pupils that two-syllable words have two sounds, and one-syllable words have one sound.

Ask the pupils to think of a simple sentence using a mixture of two- and one-syllable words.

Write each group's sentence on the chalkboard.

Ask the groups to choose one of the sentences and practise clapping it without saying the words.

Ask the rest of the class if they can guess which sentence each group is clapping.

10 minutes | Macmillan Primary English 2

Introduction

Whole class teaching

Read 'The lorry driver' rhyme in Macmillan Primary English 2, page 58, to the pupils.

25 minutes

Main activity

Whole class teaching

Stand the pupils in a circle and ask them to say one thing they know about the lorry driver in the rhyme.

Macmillan Primary English 2

Pair task

Ask the pupils to read the rhyme in Macmillan Primary English 2, page 58, with a partner.

Give each pair a few minutes to practise, then ask them to role play the rhyme for the rest of the class, ie: one will be the driver and another one the passenger:

Passenger:
'Lorry driver, lorry driver, will you take me for a ride?'

Driver:
'Yes, I'll take you, little man, climb on the step and jump inside.'

10 minutes | Song

Plenary

Whole class teaching

Sing the song 'Happy!' and do the actions.

Lesson
title

The lorry driver

15
minutes

Song

Two-syllable
words

Learning outcomes

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

Hear the number of syllables in a word.

Use 'that' and 'those' in a simple sentence.

Answer questions in English.

Teaching aids

Before the lesson:

Make flash cards containing the key words.

Read Macmillan Primary English 2, page 58.

Letters and sounds

Whole class teaching

Ask each pupil to say three words with two syllables.

Stand the pupils in a circle and sing 'Head, shoulders, knees and toes' with them.

Sing it again and ask the pupils to clap the words: 'head', 'shoulders', 'knees' and 'toes', instead of saying them.

10 minutes | Macmillan Primary English 2

Introduction

Whole class teaching

Read the pupils the rhyme 'The lorry driver' in Macmillan Primary English 2, page 58 again and ask them to tell you what happens in the rhyme.

25 minutes | Macmillan Primary English 2

Main activity

Whole class teaching

Tell the class to look at the picture in Macmillan Primary English 2, page 58 and tell you what they can see.

Group task

Ask the pupils the following questions:

'What is the colour of the lorry?'

'What is the colour of the driver's shirt?'

'How many people are running to the lorry?'

Explain that we use **that** and **those** to point out things that are far away:

'**That**' is used when there is one object.

'**Those**' is used when there is more than one object.

10 minutes

Plenary

Pair task

Ask each group to say their sentences to the rest of the class.

Literacy
lesson plans
Primary 2

Term 2
Creating
opportunities for
classroom talk

Week 19
Journeys
Day 5

Lesson
title

Spelling

15
minutes

Game

Two-syllable
words

Learning outcomes

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

Spell simple words.

Write simple commands using 'this', 'these', 'that' and 'those'.

Teaching aids

Before the lesson:

Make sets of alphabet cards, one for each group.

Write the key words on the chalkboard.

Letters and sounds

Whole class teaching

Give the pupils the following instructions for a listening game. One clap means they have to stand still, two claps mean they have to skip, three claps mean they have to sit down.

Explain that the last person to do the action will have to sit out.

Play the game and continue until you have only one or two people left in the game, and declare them the winners.

Play the game again, this time asking one of the pupils to give the instructions by clapping.

10
minutes

Introduction

Group task

Give a complete set of alphabet cards to each group.

Tell them you are going to write a word on the chalkboard, with one letter missing.

Ask them to arrange the letters to form the word on the chalkboard and supply the missing letter, eg:

r _ ce
_ am
bea _ s
brea _
dri _ er

25
minutes

Main activity

Individual task

Read out the key words and ask the pupils to write each word in their exercise book as you say it.

Ask them to draw a picture to illustrate one of the words.

Write the sentence starters below on the chalkboard and ask the pupils to choose the correct one to make a sentence, to write under their picture, eg:

'These are yams'
'This is'
'These are'
'That is'
'Those are'

10
minutes

Plenary

Whole class teaching

Ask the pupils to read out their sentence and show their picture to the class.



Week
20
Football

Letters/sounds

'air'
hair
pair
chair
fair
air

'ing'
jumping
playing
shouting
blowing
walking
crying
running
talking
kicking

Words/phrases

football
whistle
he
shorts
wears
team
scored
goals
four
match
win
lose
kick
between

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.

Ali loves football

Learning outcomes

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

Say the sound that the letter combination 'air' makes in a word.

Write words which contain 'air'.

Read words and match them to an object.

Teaching aids

Before the lesson:

Draw a picture of a football pitch on the chalkboard.

Bring in anything to do with football, eg: a football, a whistle, a badge.

Write the names of the objects on the chalkboard.

Read 'Ali loves football' in Macmillan Primary English 2, page 64.

Letters and sounds

Whole class teaching

Write the letters 'air' on the chalkboard and tell the pupils that they make the sound 'air', as in 'hair'.

Read out the words containing 'air' and ask the pupils to point to the object or do an action which shows the meaning of the word.

Read out the words slowly and ask the pupils to try and write down each word in their exercise books.

Ask the pupils to compare their answers with those of a partner and correct each other if necessary.

10 minutes | Macmillan Primary English 2

Introduction

Whole class teaching

Ask the pupils to look closely at the picture in Macmillan Primary English 2, page 64 and tell you anything they can about it.

Ask them to tell everyone about a football match they have watched or played in (they can use their local language).

25 minutes | Macmillan Primary English 2

Main activity

Group task

Give each group an item.

Ask them to say three ways in which the item is used in football (they can use their local language).

Ask them to work out which word on the chalkboard matches their item.

Ask one member from each group to come out and put a tick by the name of their item.

Read 'Ali loves football' in Macmillan Primary English 2, page 64.

Pair task

Instruct each pair to draw pictures of the things that are used in a football match, find the word on the chalkboard and copy it under their pictures.

10 minutes

Plenary

Whole class teaching

Ask each pair to show their pictures to the class.

Ali loves football

Learning outcomes

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

Use the present continuous tense.

Combine words to make sentences.

Teaching aids

Before the lesson:

Read 'Ali loves football' in Macmillan Primary English 2, page 64.

Make flash cards containing words to make the sentences in the main activity.

Make flash cards of the first part of the words containing 'ing', eg: 'jump', 'walk', 'shout', 'cry', 'talk' and then make one containing 'ing' separately.

Letters and sounds

Whole class teaching

Write the 'ing' sound on the chalkboard.

Hold up the word 'jump' and tell the class to jump once.

Ask two pupils to come out and hold up the word 'jump' and 'ing' together to make the word 'jumping'.

Ask the rest of the pupils to read the word and jump until you say 'stop'.

Repeat for the other words.

Ask them what the difference between the two actions is, ie: 'jump' happens once, whereas 'jumping' describes something that is being done continuously at that moment, eg: 'I am jumping.'

10
minutes

Macmillan
Primary English 2

25
minutes

10
minutes

Introduction

Whole class teaching

Read the story 'Ali loves football' in Macmillan Primary English 2, page 64.

Main activity

Group task

Give each group a set of flash cards to make one of the following sentences:
'Ali football playing is.'
'team Ali's scored goals four.'
'whistle he blowing is a.'
'running with ball is he the.'

Ask each group to rearrange them to form a sentence.

Change the sentences between the groups.

When each group has rearranged all the sentences, ask them to do a short role play to show the meaning of their last sentence.

Plenary

Pair task

Ask the pupils to find people who have written different sentences and read them together.

Ask them to try and find all four sentences.

Ali loves football

Learning outcomes

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

Use the present continuous tense.

Read a simple story in English.

Ask and answer questions about a story.

Teaching aids

Before the lesson:

Write key words on the chalkboard.

Collect the flash cards from Day 2 containing the words ending in 'ing'.

Collect a football, a whistle, a badge and a sticker.

Read Macmillan Primary English 2, page 64.

Letters and sounds

Whole class teaching

Hold up flash cards to make words ending in 'ing', eg: 'kicking'.

Ask the pupils to do the actions to the words you are holding up.

Display the flash cards on the chalkboard without the 'ing' card.

Ask the pupils to copy the word into their exercise books, adding 'ing' to each word, eg: 'jump' → 'jumping'.

Ask pupils to show their words to a partner and read them to each other, checking that they are correct.

10 minutes | Macmillan Primary English 2

Introduction

Whole class teaching

Read the key words, ie:
whistle
goals
shirt
shorts

Ask pupils to listen for those words as you read the story 'Ali loves football' in Macmillan Primary English 2, page 64.

25 minutes | Macmillan Primary English 2

Main activity

Group task

Divide all the pupils into groups of five or six.

Ask each group to pretend they are a football team and to think of a name for their team.

Give them some paper and ask them to design a badge with the name of their team and a picture on it.

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

Ask each group to read the story 'Ali loves football' to each other, taking it in turns to read a section, and helping each other.

10 minutes | Macmillan Primary English 2

Plenary

Whole class teaching

Ask pupils the questions about the story in Macmillan Primary English 2, page 64, answering in simple sentences.

Rules of the game

Learning outcomes

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

Read the letters 'ing' in a word.

Make simple sentences in English.

Use the word 'don't' in a sentence.

Make up a rhythmical chant and teach it to others.

Teaching aids

Before the lesson:

Collect the flash cards containing the 'ing' words.

Bring in anything to do with football, eg: a football, a boot, a football shirt, football shorts, a whistle, a badge, a sticker.

Read Macmillan Primary English 2, page 64, and make sure you can read the story easily.

Letters and sounds

Group task

Give out a flash card to each group and ask them to make a sentence with the word.

Ask them to write the sentence and make up an action to go with it.

Tell pupils to show their action to the rest of the class so they can guess the word.

10
minutes

Song

25
minutes

10
minutes

Macmillan
Primary English 2

Introduction

Whole class teaching

Stand the pupils in a circle at the front of the class and ask them to sing any common songs they have heard at a football match they have watched.

Main activity

Group task

Put each group into the same teams as on Day 3.

Ask each group to make up a chant for the name of their team.

Explain that they should take one or two words and find a rhythm for them, eg:
foot-ball (clap-clap)
foot-ball (clap-clap)

Ask each group to perform their chant and then teach it to the rest of the class.

Ask each group to discuss and identify two things that are not allowed during the game of football.

Ask them to make these into rules using the starter word, 'don't'.

Give two representatives of each group the chance to say two rules each.

Write these rules on the chalkboard, eg:

'Don't touch the ball with your hands.'

'Don't fight during the game.'

Plenary

Whole class teaching

Read the story 'Ali loves football' in Macmillan Primary English 2, page 64.

Lesson
title

Playing football

15
minutes

ing

Learning outcomes

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

Write words containing the letters 'ing' in a simple sentence.

Use football-related language in a real situation.

Teaching aids

Before the lesson:

Prepare a space outside where you can play a football game.

Make the space fairly small, as each team will only have five members.

Find some materials to make two goals.

Find a whistle.

Letters and sounds

Whole class teaching

Dictate the following sentence to the pupils to write down: 'Today, we are playing football.'

Ask them to think about how to spell each word and the meaning of the sentence as a whole.

10
minutes

Introduction

Whole class teaching

Explain to the class that you are going to have a football tournament.

Ask them to remind you of the rules they made yesterday.

25
minutes

Main activity

Whole class teaching

Divide the class into their teams from Days 3 and 4.

Make one pupil the referee and give him/her a whistle.

Make the pupils who are not playing each game into supporters and ask them to find the badges they made on Day 3.

Take the whole class outside, and ask two of the teams to play each other. Tell the rest of the pupils to support the players.

Ask the teams to sing their football chants to support the teams during the match.

10
minutes

Plenary

Whole class teaching

Sit the pupils in a circle and ask them which part of the lesson was their favourite, and why.

Credits

Many different stakeholders have contributed to the development and production of the lesson plans.

Much of the work was done by the Kwara State School Improvement Team.

Special thanks go to:

Honourable Commissioner for Education, Science and Technology Bolaji Abdullahi, the Executive Secretary of the State Universal Basic Education Board Adetunji Fagbemi, and their staff for their time and valuable input.

The Teacher Quality Improvement Reform Group for their supervision of the work.

UK Department for International Development (DFID) and to the DFID-funded ESSPIN programme, whose staff and consultants provided inputs, focus, guidance and constructive criticism throughout.

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

