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**Literacy  
lesson plans**  
Primary 2

**Term 1**  
Organising the  
classroom for  
effective learning

**Weeks**  
6—10

Type of lesson plans/  
Grade

Term/  
Learning theme

# Literacy lesson plans Primary 2 Term 1

## Organising the classroom for effective learning

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



## Introduction

Teaching and learning processes in Kwara State have improved as a result of the introduction of the new lesson plans developed by the State School Improvement Team (SSIT). The recent improvement in the quality of education in Kwara is a direct function of quality teaching.

Evidence of improved teaching quality includes an increase in the number of pupils completing basic education and a general improvement in literacy and numeracy levels.

Teachers in Kwara have experienced tremendous professional improvements through training and refresher programmes on the new lesson plans, facilitated by SSIT and school support officers (SSOs).

These lesson plans, designed and edited by Education Sector Support in Nigeria (ESSPIN), have become Kwara teachers' classroom companion.

As teaching manuals, the lesson plans have been designed to provide a step-by-step guide in the teaching of literacy and numeracy. The lesson plans promote more collaborative, interactive, participatory and reflective learning to encourage children to become active learners.

I am sure that continuous use of these lesson plans by teachers will raise the standard of our education in Kwara State and also assist in consolidating the new administration's education reform.

I therefore appreciate the contribution of the UK Department for International Development (DFID), through ESSPIN, in designing, editing and producing the lesson plans.

**Alhaji Saka Onimago**  
Honourable Commissioner  
for Education and Human  
Capital Development,  
Kwara State

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**Literacy**  
**lesson plans**  
**Primary 2**

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**Term 1**  
**Organising the**  
**classroom for**  
**effective learning**

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**Weeks**  
**6—10**

# Introduction

## ▶ Organising the classroom for effective learning

## Organising the classroom for effective learning

Your classroom is a flexible space. You can change it to suit the learning activities.

Pupils take part in many different activities during each week, eg: games, role plays, circle discussions, group tasks, copying from the chalkboard, using teaching aids, working with a partner, working alone, etc. All these activities need different ways of organising your classroom, eg:

Tables arranged around the edge of the room so there is a space in the middle for games, songs or role play. Pupils can see each other and this helps communication.

Tables arranged in rows so that the pupils can see the chalkboard. This is useful when they need to see something you have written or drawn on the chalkboard.

Tables arranged in groups. This helps pupils to talk together and share ideas. They can see each other clearly and can easily work with one set of number cards or one sheet of paper to produce a joint end product.

Each time you start the day you should think about the activities you need to do and decide if your classroom needs to be arranged differently. Work with the other teachers in your school and cluster, your head teacher and school support officer (SSO) to discuss different ways of arranging your classroom for learning.

## Group and pair work

Group and pair work is the basis of a learner-centred classroom, they allow pupils to work together:

To discuss, solve problems or to play learning games.

To find their own way in their learning.

The main benefits of group and pair work are:

More pupils can be active at one time. Pupils can talk and listen to each other, or work on a problem together.

The teacher can walk around the room to monitor what groups and individuals are doing, and can stop with each group to help them with their task. Spending more time with the pupils helps teachers better understand what individual pupils know and can do.

Group work is also one of the best ways of teaching social skills to pupils. While working in groups, pupils are learning a variety of skills including:

Co-operation.

Taking turns.

Listening to others.

Sharing.

Working harmoniously with others.

Solving problems.

The development of these life skills is a major reason why group and pair work is undertaken in most modern classrooms.

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**Literacy**  
**lesson plans**  
Primary 2

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**Term 1**  
Organising the  
classroom for  
effective learning

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6—10

# Introduction

▶ Low-cost teaching aids,  
stories, songs and rhymes

### Spelling tricky words

Look carefully at the word. How many letters has it got? Are there any dangly or tall letters? Can you sound any letters out? Write the word in the air.

Say the word five times.

Hide the word.

Write the word.

Check the word you have written carefully. If it is correct, well done. But if any letters are wrong, change them. Repeat until you can spell the word correctly.

### 'I can' book

Collect six large pieces of paper or card.

Make two holes in the top of each and thread string through to make a book.

### What is in the box?

Write words on flash cards.

Gather a set of objects and/or pictures to explain the words.

Put the pictures or objects in a box.

Hold up one of the flash cards.

Read the word, sounding it out carefully.

Choose a pupil to come and find the matching object or picture in the box.

### Knees bend

Knees bend, knees bend /  
Right toes point, right toes point /  
Left toes point, left toes point /  
Step to the right, step to the left.

### The clapping song

Clap to your partner /  
Clap out, clap in /  
Clap under, clap over /  
Clap under, clap over /  
Clap to the right, clap to the left /  
Clap, clap around /  
Clap, clap to your partner.



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**Literacy  
lesson plans  
Primary 2**

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**Term 1  
Organising the  
classroom for  
effective learning**

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**Weeks  
6—10**

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**Rainbow**

Rainbow, rainbow,  
rainbow /  
Up in the sky /  
With beautiful colours /  
Red, green, yellow,  
blue, violet, indigo  
and orange.

---

**Row, row, row  
your boat**

Row, row, row your boat /  
Gently down the stream /  
Merrily, merrily, merrily,  
merrily /  
Life is but a dream.

Row, row, row your boat /  
Gently down the stream /  
If you see a crocodile /  
Don't forget to scream.

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**This is the way**

This is the way I wash  
my plate, wash my plate,  
wash my plate /  
This is the way I wash  
my plate /  
Early in the morning.

---

**One, two, buckle  
my shoe**

One, two, buckle my shoe /  
Three, four,  
knock at the door /  
Five, six, pick up sticks /  
Seven, eight,  
lay them straight /  
Nine, ten, a big fat hen.

## The greedy tortoise: Part 1

Once upon a time, there was a greedy animal called Tortoise. One day he said, 'I am hungry, but I do not have any food.' Tortoise went to his friend Koko's house. Koko was at the farm, so his wife opened the door. Tortoise could smell delicious stew cooking. Suddenly, there was a sound outside. Koko's wife went out to see what was happening. 'This stew smells very good,' said Tortoise, 'I will look while they are outside'.

Tortoise was very hungry so he quickly went into the kitchen and saw a big pot of yam and fish stew. He tried to eat some of the stew, but it was very hot. He took his cap off and put the stew in it. Before he could eat it, Koko and his wife returned.

## The greedy tortoise: Part 2

Quickly, Tortoise put the cap on his head and greeted Koko and his wife. They asked him to stay and eat with them, but his head was burning because of the stew in his cap. He ran out of the house and pulled his cap from his head, crying with pain. His head was very sore. 'Why didn't I wait?' said Tortoise, 'I will never be greedy again.'

## Joshua's sister

It is a special day for Joshua. His new baby sister was born today. She is so beautiful and she looks just like Joshua. Joshua asks his mother if he can hold the baby girl.

'Shhh!' his mother says, 'The baby is sleeping'. Joshua copies his mother, saying 'Shhh'. Joshua's mother says that her baby needs some things to help her grow strong and healthy. She needs some blankets to keep her warm and some milk to drink.

## Sound story: ng

The king was always sad. One day, he heard a bird sing. It was a lovely song. The king was so happy. Every day the bird sang. Every day the king was happy. One day, the king did not hear the song. He saw the bird on the ground. The bird had hurt its wing. The king told his servant to bring a doctor for the bird. The doctor made the bird better. The bird sang again.



Week  
6  
Colour

### Letters/sounds

### Words/phrases

### Assessment

#### 'Revision words'

we  
me  
he  
be  
she

#### 'Tricky words'

I  
you  
the  
go  
no  
yes

blue  
red  
orange  
green  
purple  
yellow  
white  
black

This colour is

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.

# This is the colour blue



## Learning outcomes

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

Read and write 'I' and read 'you'.

Say the names of colours in simple sentences.

## Teaching aids

### Before the lesson:

Write the revision words on flash cards.

Write 'I can run' on the chalkboard.

Write 'I' and 'you' on large card.

Have a large piece of paper for each pair of pupils.

Bring in some different coloured objects, eg: a blue bowl.

## Letters and sounds

### Whole class teaching

Flash the revision word cards.

Show the class 'I' and 'you' and explain the meaning by pointing to yourself and them.

Ask the class to join in.

Ask them to read 'I can run' on the chalkboard.

Ask them: 'What else can you do?'

Write their ideas on the chalkboard, eg: hop, jump, eat, do sums.

Ask each pair to write a sentence beginning, 'I can \_\_\_' on their paper.

Tell them to draw a picture to explain their sentence.

Ask some pairs to read their sentence to the class.

Make the sentences into an 'I can' book.

10  
minutes

## Introduction

### Whole class teaching

Ask pupils to say the names of different colours they know and you write them on the chalkboard as the pupils say them.

Show pupils the objects you have brought and ask them to say what colour they are.

Ask pupils to say the names of the colours of the objects in a sentence, eg: 'This is the colour blue.'

25  
minutes

## Main activity

### Pair task

Ask pupils to collect a selection of different coloured objects from inside and outside the classroom and put them on their desks.

Ask them to tell a partner the colour of each object using the sentence: 'This is the colour \_\_\_'

Let each pair make a sentence using the name and colours of the objects on their desk, eg: 'This is a blue bag.' 'This is a green leaf.'

Ask pupils to draw one object and write the name of the colour underneath.

10  
minutes

## Plenary

### Whole class teaching

Ask each pair to stand and say one of their sentences to the class.

# What colour is it?

## Learning outcomes

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

Read and write sentences with 'I' and 'you'.

Read and write sentences using the names of colours.

## Teaching aids

### Before the lesson:

Have ready the revision word flash cards and objects from Day 1.

Have ready the 'I' and 'you' cards.

Have ready a set of flash cards with the names of the colours written on them.

Find some coloured crayons.

## Letters and sounds

### Whole class teaching

Flash the revision word cards.

Show the 'I' and 'you' cards to the class and read the words.

Say, 'I can eat' and mime this.

Say, 'You can hop' and tell a pupil to hop and say, 'I can hop'.

Tell the pupil to make up a 'You can' sentence and choose someone to do it.

Repeat several times.

Read the book of sentences from yesterday with the pupils.

Tell them to write sentences beginning with 'I can' and 'You can' in their exercise books.

10  
minutes

Game

## Introduction

### Whole class teaching

Play the 'Colours' game.

Tell the pupils they are going to walk around the room and you are going to hold up a card with a colour word on it.

Tell them to read the word, find something of that colour and go and touch it.

The first person to touch the colour comes and holds up the next colour card for everyone to find.

25  
minutes

## Main activity

### Pair task

Show the pupils one of the objects you brought in and say its colour, eg: 'My bag is red'.

Ask pupils to look around the classroom and draw an object.

Ask each pupil to write the name of the colour on their drawing, and if possible colour their picture in the correct colour.

Ask pupils to exchange exercise books with a partner.

Tell the pairs to ask each other questions about their pictures and respond as follows:

'What colour is it?'  
'My book is blue.'

Ask them to try and write the sentences under their pictures.

Encourage pupils to use the flash cards to help them.

10  
minutes

## Plenary

### Whole class teaching

Ask one or two pairs to read their sentences to the class.



# My name is

## Learning outcomes

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

Read and write sentences containing the word 'the'.

Say simple sentences using 'some' with nouns.

## Teaching aids

### Before the lesson:

Have ready the 'I' and 'you' cards.

Write these sentences on the chalkboard:

'I go to the shop.'

'I see you at the shop.'

'The goat can hop.'

Write 'the' on a large card.

## Letters and sounds

### Whole class teaching

Flash the 'I' and 'you' cards and say the words with the pupils.

Hold up the 'the' card and ask if anyone can read it.

Read the sentences on the chalkboard with the class.

Choose some pupils to underline 'the' on the chalkboard and ask them to read the sentences.

Choose some pupils to underline 'I' and 'you' on the chalkboard.

Read 'The goat can hop' and ask:  
'What can a dog do?'  
'What can a hen do?'

Ask the class to write sentences in their exercise books starting with, 'The dog can \_\_\_' and 'The hen can \_\_\_'.

10  
minutes

## Introduction

### Whole class teaching

Stand the pupils in a circle at the front of the classroom, and ask one of them: 'What is your name and your favourite colour?'

Tell the pupils to clap and move around shouting 'shout, shout it out'.

Ask the pupil to shout out, 'My name is Bukky and I like the colour \_\_\_'.

Ask that pupil to ask another pupil: 'What is your name and your favourite colour?'

Repeat about four or five times.

25  
minutes

## Main activity

### Group task

Ask the pupils to collect about 10 different objects of three different colours.

Ask them to group the objects by colour.

Choose individual pupils to hold up one group of objects and say, eg: 'I have **some** blue pencils.'

Tell them that 'some' means **more than one**.

Repeat about five times with different pupils and objects.

### Pair task

Ask the pupils to say some sentences with a partner, using all the groups of objects on their table, eg: 'I have some green bags'.

Write the following words on the chalkboard for the pupils to put in the correct order and write in their exercise books:

'blue'  
'pencils'  
'have'  
'I'  
'some'.

Ask pupils who finish to write the sentence again, replacing the word 'blue' for a different colour.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read out their sentences.

# Joshua has a sister

## Learning outcomes

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

Read and write sentences with the word 'go'.

Ask and answer simple questions about a story.

## Teaching aids

### Before the lesson:

Have the 'I', 'you' and 'the' cards ready.

Write 'go' on a large card.

Write these sentences on the chalkboard:

'I go to sleep.'

'You go to work.'

'I go to the shop.'

'You go to school.'

Read 'Joshua's sister'.

## Letters and sounds

### Whole class teaching

Flash the 'I', 'you' and 'the' cards and say the words with the pupils.

Hold up the 'go' card and ask if anyone can read it.

Ask the class to read the sentences on the chalkboard with you.

Choose several pupils to underline the word 'go' on the chalkboard.

Ask pairs to think of sentences beginning with 'You go \_\_\_'.

Ask the class to share their sentences and you write them on the chalkboard.

Ask the class to read each sentence.

Tell them to mime each sentence and say 'I go \_\_\_'.

Ask pupils to write sentences beginning with 'I go \_\_\_' in their exercise books.

10  
minutes

## Introduction

### Pair task

Ask pupils to write the names of two different objects that are the same colour, eg: 'green table, green tree'.

Let each pair read and check each other's work.

25  
minutes

Story

## Main activity

### Whole class teaching

Read 'Joshua's sister' to the class.

Read it again and tell pupils to listen for words with 'sh' sounds.

Ask pupils to mention words with the sound 'sh' in the story, ie: 'Joshua' and 'she'.

Ask questions about the story, eg:

'Who is sleeping?'

'What did Joshua's mother say to him?'

'What did the baby need?'

Macmillan  
Primary English 2

### Individual task

Tell the pupils that the baby in the story needed some blankets. Remind them of the meaning of the word 'some'.

Ask pupils to add 'some' to words in Macmillan Primary English 2, page 27, exercise 6.

While they are doing this, move around the classroom and read the following sentences with individual pupils:

'The baby is beautiful.'

'The baby is sleeping.'

10  
minutes

Story

## Plenary

### Whole class teaching

Read the story again and ask pupils to put their fingers to their mouths and say 'sh' when they hear the sound.

# Joshua's sister

## Learning outcomes

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

Use 'yes' and 'no' correctly.

Write questions using 'can'.

Role play the story 'Joshua's sister'.

## Teaching aids

### Before the lesson:

Have ready the 'I', 'you', 'the' and 'go' cards.

Write 'yes' and 'no' on large cards.

Write these questions on the chalkboard:

'Can you run?'

'Can you fly?'

'Can you sleep?'

Bring in a toy baby and a piece of cloth to wrap it in.

## Letters and sounds

### Whole class teaching

Flash the 'I', 'you' and 'go' cards and say the words with the pupils.

Hold up the 'yes' and 'no' cards and ask if anyone can read them.

Ask pupils to read the questions on the chalkboard, one at a time and answer 'yes' or 'no'.

Make up more questions for the class to answer.

In pairs, ask pupils to make up more questions beginning with 'can'.

Ask each pair to say their question and choose pupils to reply with 'yes' or 'no'.

Ask the pupils to write some 'can' questions in their exercise books and write the reply 'yes' or 'no'.

10  
minutes

## Introduction

### Whole class teaching

Stand the pupils in a circle.

Ask the pupil standing next to you: 'What is your favourite colour?'

Tell them to answer by saying and completing the following sentence: 'My favourite colour is \_\_\_'.

Ask that pupil to turn to the person next to them and ask them the same question.

Continue like this all the way round the circle.

25  
minutes

Story

## Main activity

### Whole class teaching

Read the story 'Joshua's sister' to the pupils.

Place the toy baby on the table and tell them that she is Joshua's sister.

Ask the pupils to tell you what she needs to make sure she grows strong and healthy, eg: some milk, love, washing, etc and write their ideas on the chalkboard.

### Pair task

Ask the pupils to role play the story in pairs, trying to think of what each character might say.

Ask one or two pairs to role play their story for the class.

Ask the pupils to draw a picture of Joshua's sister.

Ask them to write a sentence underneath the picture using the words on the chalkboard to help them complete the sentence, 'She needs \_\_\_'.

10  
minutes

## Plenary

### Whole class activity

Stand the pupils in a circle and pass the toy baby round the circle.

When they are holding the baby, ask each pupil to say something to the baby in English or their local language.



Week  
7  
Ali's class

## Letters/sounds

## Words/phrases

## Assessment

### 'Revision words'

I  
you  
the  
yes  
no

### 'Tricky words'

go  
to  
do  
was  
they  
all  
never  
always

wearing  
pointing  
looking  
working  
doing  
I can see

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 can you see?

## Learning outcomes

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

Spell 'do' and 'was'.

Use the phrase 'I can see'.

## Teaching aids

### Before the lesson:

Have ready the revision words on flash cards.

Write 'do' and 'was' on flash cards.

Write these sentences on the chalkboard:

'I do the sums.'

'Do you eat yam?'

'We do a lot of jobs.'

'Edet was sad.'

'It was hot in the hut.'

'The man was in the shop.'

## Letters and sounds

### Whole class teaching

Flash the revision word cards.

Display 'do' and ask the pupils to read it with you.

Explain that the 'o' in 'do' changes its sound to 'oo' as in 'boo'.

Read the first three sentences with the class.

Ask some pupils to underline the 'do' words on the chalkboard.

Use the 'look, say, hide, write, check' approach to help pupils learn the spelling.

Repeat this process with 'was'.

The 'a' in 'was' changes its sound. The word is pronounced 'wos', but it is spelled with an 'a'.

Ask the pupils to write 'He was sad' and 'I do jobs' in their exercise books.

10  
minutes

## Introduction

### Whole class teaching

Write the word 'see' on the chalkboard.

Point to your eyes.  
Say the word 'see' and ask the class: 'What can you see?'

Ask them to reply by completing the sentence: 'I can see \_\_'

25  
minutes

## Main activity

### Group task

Provide objects of different colours, spread them around the classroom and point to any object, asking them: 'Where can you see a/the \_\_?'

Ask the pupils to respond by using the following sentence, eg: 'I can see a blue bag on the table.'

Macmillan  
Primary English 2

### Group task

Ask pupils to open Macmillan Primary English 2, page 22.

Ask each group to look at the pictures and say one sentence about what they can see.

Read the story 'Ali's class' from Macmillan Primary English 2, page 22.

Tell the pupils to listen and note if anything they have said is mentioned in the story.

10  
minutes

## Plenary

### Whole class teaching

Teach the class 'Row, row, row your boat', doing actions to show its meaning.

Song

Lesson  
title

15  
minutes

**they all**

**Literacy  
lesson plans**  
Primary 2

**Term 1**  
**Organising the  
classroom for  
effective learning**

**Week 7**  
**Ali's class**  
Day 2

## Ali's class

### Learning outcomes

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

Spell 'they' and 'all'.

Read a simple story and identify the main events.

### Teaching aids

#### Before the lesson:

Have the revision word flash cards ready.

Have ready flash cards of 'they' and 'all'.

Have ready the colour flash cards.

Read the story in Macmillan Primary English 2, page 22 and make sure you can read it easily.

Write the following words on the chalkboard: 'wearing', 'sums', 'doing', 'some', 'all'.

### Letters and sounds

#### Whole class teaching

Flash the revision word cards.

Choose pupils to write 'do' and 'was' on the chalkboard.

Write these sentences on the chalkboard:

'They can run.'

'They did the sums.'

'Do they sell yams?'

'We all read in class.'

'You must all sleep.'

'They all ran fast.'

Follow the process from Day 1 to teach the words 'they' and 'all'.

Dictate the following sentence slowly and tell the class to write it in their exercise books: 'They all do the sums.'

10  
minutes

## Introduction

### Whole class teaching

Show the pupils a colour flash card and ask a pupil to take it and place it on an object of that colour.

Tell them to say a sentence using 'I can see' and the colour of the object, eg: 'I can see a \_\_ bag.'

Continue until you have used all the flash cards.

25  
minutes | Macmillan  
Primary English 2

## Main activity

### Whole class teaching

Read the words on the chalkboard and ask the class to put them in a sentence to check they understand their meaning.

Read the story 'Ali's class' in Macmillan Primary English 2, page 22, telling pupils to listen for the words on the chalkboard.

Read it again and ask pupils to follow the words as you read.

Ask them to look at the picture and say what they can see, using the sentence starter: 'I can see \_\_'.

### Pair task

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 them to ask and answer the questions in Macmillan Primary English 2, page 23.

10  
minutes | Song

## Plenary

### Whole class teaching

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

Teach them 'The clapping song' and do the actions with the pupils.

# Ali's class

## Learning outcomes

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

Spell 'go' and 'to'.

Say simple sentences in English using 'some', 'all' and 'none' correctly.

## Teaching aids

### Before the lesson:

Have the revision words on flash cards.

Write 'go' and 'to' on flash cards.

Make flash cards with the words 'some', 'all' and 'none'.

Think of three things which complete the question 'How many pupils \_\_\_', eg: 'wear glasses', 'walk to school', 'wear skirts'.

## Letters and sounds

### Whole class teaching

Flash the revision word cards.

Choose pupils to write 'do' and 'was' on the chalkboard.

Write these sentences on the chalkboard:

'I go to see Edet.'

'We go to the shops.'

'Can I go to get a yam?'

Follow the process from Day 1 to teach the words 'go' and 'to'.

Dictate the following sentences slowly and tell the class to write them in their exercise books:

'They all go to the shops.'

'The man was in the shop.'

'Do you eat yam?'

10  
minutes

Game

25  
minutes

Macmillan  
Primary English 2

10  
minutes

## Introduction

### Group task

Show the pupils the 'some', 'all' and 'none' flash cards.

Explain what the words mean:

'all' means everybody;

'some' means a few;

'none' means nobody.

(Use your local language to help you explain.)

Place 'all', 'none' and 'some' flash cards in different places in the room.

Read the questions you thought of before the lesson.

Tell pupils to stand by the correct card to answer the question

'How many pupils?', eg:

'wear skirts'

(some)

'have eyes'

(all)

'have a tail'

(none)

Continue the game by asking three or four individual pupils to make up some similar questions.

## Main activity

### Whole class teaching

Ask the pupils what they can tell you about the story 'Ali's class', and write their ideas on the chalkboard.

Read the story 'Ali's class' from Macmillan Primary English 2, page 22 and ask the pupils to follow the story in their book and listen for the things you have written on the chalkboard.

## Plenary

### Whole class teaching

Ask each pair to make sentences about the story using the sentence grid below and write them in their exercise books.

Sentence box to draw on the chalkboard:

All Some none	of the boys	have pencils have rulers have books
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# The greedy tortoise

## Learning outcomes

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

Spell 'always' and 'never'.

Listen to, understand and answer questions about a simple story.

## Teaching aids

### Before the lesson:

Have all the flash cards of the words learned this week, ie: 'do', 'was', 'they', 'all', 'go', 'to'.

Write 'always' and 'never' on flash cards.

Write the following words or phrases on separate flash cards: 'The teacher', 'Ali', 'yellow', 'sums', 'ball', 'nine'.

## Letters and sounds

### Whole class teaching

Read the words on the flash cards.

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

Write these sentences on the chalkboard:

'We always go to school.'

'They always go to bed.'

'We must always do sums.'

'Dogs never go to school.'

'He is never sad.'

'Edet never sells yams in his shop.'

Follow the process from Day 1 to teach the words 'always' and 'never'.

10  
minutes

Macmillan  
Primary English 2

## Introduction

### Group task

Ask the pupils to look at the story 'Ali's class' in Macmillan Primary English 2, page 22 and read it in their groups.

Give each group a flash card relating to the story.

Read these questions and ask the group with the correct answer to hold up their card for everyone to see:

'Who is pointing to the chalkboard?'

'Whose teacher is Mrs Okoro?'

'What colour dress is Mrs Okoro wearing?'

'What are the boys doing?'

'What is on the cupboard?'

'How many pupils can you see?'

25  
minutes

Story

## Main activity

### Whole class teaching

Ask pupils if they know what a tortoise is.

Read the story 'The greedy tortoise Part 1'.

Write the following sentences on the chalkboard:

'I am hungry.'

'Tortoise went to his friend Koko's house.'

'This stew smells very good.'

'His head was very sore.'

Read the sentences and talk to the pupils about their meaning (in your local language if necessary).

10  
minutes

Story

## Plenary

### Whole class teaching

Read the story 'The greedy tortoise Part 1' again and when you come to one of the sentences on the chalkboard, ask the pupils who have written that sentence to hold it up for the class to see.



# The greedy tortoise

## Learning outcomes

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

Spell some tricky words.

Read and write sentences containing tricky words.

Predict the ending of a story.

## Teaching aids

**Before the lesson:**

Draw the word grid opposite on the chalkboard.

Write these sentences with missing words on the chalkboard:  
'I \_ to the shop.'

'Edet \_ sad.'

'I \_ do sums.'

'Dogs \_ go to school.'

Have all the tricky words learned this week ready on flash cards.

## Letters and sounds

**Whole class teaching**

Flash cards for the words the class has learned.

Read the words with the pupils.

Choose some pupils to write the words on the chalkboard.

Look at the word grid and ask if anyone can see the words hidden there.

Draw circles around the words in the word grid.

Read the sentences on the chalkboard.

Ask the class what the missing words could be.

In pairs, ask pupils to write the sentences in their exercise books, putting in the missing words.

Ask some of them to read the sentences to the rest of the class.

10 minutes | Story

## Introduction

### Whole class teaching

Read 'The greedy tortoise Part 1'.

Ask the pupils to tell you some statements about the story.

Write these statements on the chalkboard.

Work with the pupils to put their statements in the order of the story.

Read out the sentences.

25 minutes | Story

## Main activity

### Whole class teaching

Read 'The greedy tortoise Part 1' again and ask pupils to check that their statements are correct.

Explain to the pupils that this is only half of the story and they will hear the rest at the end of the lesson.

Remind the pupils that the story stopped with Koko and his wife returning to the kitchen, where the tortoise was sitting with hot stew under his cap.

### Group task

Ask the pupils to discuss the end of the story and as a group to decide what happens to the tortoise.

Ask each group to make up a role play which tells the story and their ending.

10 minutes | Story

## Plenary

### Whole class teaching

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

Discuss the different ideas they had for the ending.

Read 'The greedy tortoise Part 2' and discuss the end of the story with the class.

Word grid

g	o	o	n	t	n
o	t	d	e	o	t
g	o	w	v	w	h
o	a	d	e	a	e
s	l	o	r	s	y
a	l	w	a	y	s

go  
to  
do  
was  
they  
all  
never  
always



## Letters/sounds

### 'Revision words'

go  
to  
do  
was  
they  
all  
never  
always

## Words/phrases

### 'ng'

sing  
ring  
king  
bring  
rang  
sang  
hang  
long  
song

### noun

bottle  
lizard  
lorry  
plate  
clock  
pineapple

## 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.

# Nouns

## Learning outcomes

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

Recognise and say the sound 'ng'.

Say that words for objects, names of people and places are called 'nouns'.

## Teaching aids

### Before the lesson:

Have the revision words ready on flash cards.

Write the 'ng' words on the chalkboard and draw pictures to explain their meaning.

Read Macmillan Primary English 2, page 8.

Write: 'bottle', 'clock', 'pineapple', 'lizard', 'plate' and 'lorry' on the chalkboard.

## Letters and sounds

### Whole class teaching

Flash the revision word cards.

Write 'ng' on the chalkboard.

Say the sound with the class.

Read the 'ng' words and ask some pupils to underline the 'ng' sound on the chalkboard.

Sound out the words and clap each sound, eg: 's-i-ng' (3 sounds).

Get the pupils to join in.

Explain the meaning of the 'ng' words.

Read the 'ng story'.

Tell pupils to role play the story in groups of four.

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

10  
minutes

## Introduction

### Whole class teaching

Remind the pupils that in the previous week they learned the words 'some', 'all' and 'none'.

Ask individual pupils to tell you sentences which show the meaning of each of these words.

25  
minutes | Macmillan  
Primary English 2

## Main activity

### Group work

Ask the pupils to look at the pictures in Macmillan Primary English 2, page 8 and discuss what they can see.

Ask each group to tell you what they can see in the picture.

Write down the words on the chalkboard as the pupils say them.

Tell the pupils that **objects** and **names** of people and places are called **nouns**.

10  
minutes | Macmillan  
Primary English 2

## Plenary

### Whole class teaching

Tell the class to look at Macmillan Primary English 2, page 8, question 8.

Ask them to say the first sound of each object.

Tell them to write in the missing letters and complete the words.

**Literacy  
lesson plans**  
Primary 2

**Term 1**  
**Organising the  
classroom for  
effective learning**

**Week 8**  
**Nouns**  
Day 2

# Nouns

## Learning outcomes

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

Write words containing the letters 'ng'.

Spell words in English.

## Teaching aids

### Before the lesson:

Have the revision word flash cards ready.

Write the 'ng' words and pictures on the chalkboard.

Hang a washing line across the room.

Read the words under the pictures in Macmillan Primary English 2, page 8, number 6 and on cards write the letters that make up the words.

## Letters and sounds

### Whole class teaching

Flash the revision sound cards to the class.

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

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

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

Tell the pupils to draw a picture about the story.

Tell them to write five 'ng' words around their picture.

10  
minutes | Story

## Introduction

### Whole class teaching

Read the pupils parts 1 and 2 of 'The greedy tortoise' from last week and ask them to tell you something they remember about the story.

Ask them to say some nouns from the story, eg: 'Tortoise', 'Koko', 'yam', 'wife', 'farm'.

25  
minutes | Macmillan  
Primary English 2

## Main activity

### Group task

Give each group the letters that make one of the following words: 'clock', 'bottle', 'plate', 'lizard', 'lorry' and 'pineapple'.

Ask pupils from each group to rearrange the letters to spell their word, using Macmillan Primary English 2, page 8 to help them.

As soon as they have done this, ask the groups to come out and hang their letters in the correct order on the washing line.

Ask each group to read their word.

Change the words around the groups and repeat the activity.

10  
minutes | Song

## Plenary

### Whole class teaching

Sing the 'Rainbow' song with the class.



**Literacy  
lesson plans**  
Primary 2

**Term 1**  
**Organising the  
classroom for  
effective learning**

**Week 8**  
**Nouns**  
Day 3

# Nouns

## Learning outcomes

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

Spell words with the 'ng' sound.

Identify and say nouns in sentences.

## Teaching aids

### Before the lesson:

Have the revision word flash cards ready.

Write this week's words on the chalkboard.

Write the following sentences on the chalkboard:

'I have a green **bottle**.'

'I can see a big **lorry**.'

'The **lizard** is running away.'

'Look at a white **clock**.'

'Give me a blue **plate**.'

'That is a red **car**.'

## Letters and sounds

### Whole class teaching

Flash cards of the revision words to the class.

Read the 'ng story' to the pupils.

Bring two pupils out to role play the story.

Read the 'ng' words with the pupils, emphasising the sounds in each word, eg: 'b-r-i-ng' (4 sounds).

Ask the class 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 'ng story' again and ask the pupils to point to the 'ng' words from the story that are on the chalkboard.

10  
minutes

## Introduction

### Group task

Ask each group to discuss and say a noun they can see in the classroom. Remind them that a **noun** is an **object** or a **name** of a person or place.

25  
minutes

## Main activity

### Group task

Write each word on the chalkboard as the pupils say them.

Read the sentences on the chalkboard and ask individual pupils to underline the nouns as you say them.

Ask each pupil to look at the list of words on the chalkboard and try to write a sentence which includes one of those words.

Move around the class and read the sentences with individual pupils as they write them.

10  
minutes

## Plenary

### Whole class teaching

Ask one or two pupils to read out their sentences to the class.

Sing a song that the pupils enjoy.

Song

# Mr Salami helps with school work

## Learning outcomes

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

Spell words containing 'ng'.

Identify nouns in a story.

Write simple sentences in English.

## Teaching aids

### Before the lesson:

Have the revision word flash cards ready.

Put 'ng' words on flash cards and place them around the classroom or outside.

Write 'The king has a ring' on the chalkboard.

Read the story in Macmillan Primary English 2, page 25, and make sure you can read it easily.

## Letters and sounds

### Whole class teaching

Flash the revision word cards quickly.

Write 'ng' on the chalkboard and ask the pupils to make the sound.

Ask pairs to find an 'ng' word card and hold it up.

Tell them to read their 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.

Rub out the words 'king' and 'ring'.

Choose pupils to try to write the missing words on the chalkboard.

Rub out the whole sentence.

Say it slowly and tell the pupils to write it in their exercise books.

10 minutes | Macmillan Primary English 2

## Introduction

### Whole class teaching

Read the story 'Mr Salami helps with school work', in Macmillan Primary English 2, page 25.

Read it again and ask the pupils to follow the words with their fingers.

Ask the pupils to tell you something they know about Ali from the story.

Write their ideas on the chalkboard.

25 minutes | Macmillan Primary English 2

## Main activity

### Whole class teaching

Ask the pupils to look at the story and find where it says the things about Ali that have been written on the chalkboard.

Remind them that a noun is an object or the name of a place or person.

Ask them to find some nouns in the story and write them in their exercise books.

Choose some pupils to read their nouns to the rest of the class.

Ask the class to say if they are correct.

### Pair task

Ask the pairs to draw a picture of Ali in their exercise books and write a sentence about him.

While they are doing this, move around the class and listen to pairs reading the story.

10 minutes | Macmillan Primary English 2

## Plenary

### Whole class teaching

Read the story again, asking pupils to listen carefully.

# Mr Salami helps with school work

## Learning outcomes

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

Read and understand sentences containing 'ng' words.

Hear given words in a story.

## Teaching aids

### Before the lesson:

Have the 'ng' words ready on flash cards.

Write these sentences on the chalkboard:

'The bird can sing.'

'The king was sad.'

Read Macmillan Primary English 2, page 25.

Make flash cards containing nouns from 'Mr Salami helps with school work' – one for each pupil.

## Letters and sounds

### Whole class teaching

Gather the pupils around you.

Write 'ng' on the chalkboard and say the sound with the pupils.

Put the 'ng' word flash cards on the floor so 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.

Read the sentences with the pupils and ask questions about them:

'Who was sad?'

'Who can sing?'

Ask the pupils to copy the sentences in their exercise books and draw pictures to explain the meaning.

10  
minutes

## Introduction

### Whole class teaching

Ask if anyone can remember what a noun is (an object or the name of a person or place).

Ask the pupils to give you examples of nouns.

25  
minutes

Macmillan  
Primary English 2

## Main activity

### Whole class teaching

Ask individual pupils to tell you something they remember about the story they heard yesterday.

Read the story in Macmillan Primary English 2, page 25 and ask the pupils to follow it with their fingers.

Hand out flash cards containing nouns from the story, so that each pupil has one.

Tell the pupils to read their flash card and make sure they know the word.

Ask the pupils to read the story in pairs, looking for the word on their card and counting the number of times it appears in the passage.

Explain that when you read their word, they should hold it up for everyone to see.

Read the story again slowly, so that the pupils have time to raise their card when they hear their word.

### Pair task

Ask each pair to put their words together and think of a simple sentence which contains both words.

Ask each pair to say the sentence they have thought of.

10  
minutes

## Plenary

### Whole class teaching

Sit the pupils in a circle and ask them to tell you one thing they have enjoyed during the week.

Week  
9  
Numbers

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## Letters/sounds

A consonant vowel consonant (CVC) word is made up of three sounds. A consonant sound can be one or more letter, eg: 'sh' has two consonants, but is one sound. A vowel sound can also be more than one letter, eg: 'oa'.

Introduce one new word per day and revise words previously learned.

## Words/phrases

**'CVCs'**  
chin  
chip  
ship  
shop  
shed  
thick  
thin  
path  
wheel

**'Revision words'**  
sing  
ring  
king  
bring  
rang  
sang  
hang  
long  
song

eleven  
twelve  
thirteen  
fourteen  
fifteen  
sixteen  
seventeen  
eighteen  
nineteen  
twenty  
thirty  
forty  
fifty  
sixty  
seventy  
eighty  
ninety  
hundred  
chicken  
church

## 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.



**Literacy  
lesson plans**  
Primary 2

**Term 1**  
**Organising the  
classroom for  
effective learning**

**Week 9**  
**Numbers**  
Day 1

# Numbers

## Learning outcomes

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

Read words with the sounds 'sh' and 'ch'.

Read numbers one to twenty.

## Teaching aids

### Before the lesson:

Make flash cards with 'ng', 'ch' and 'sh' words and pictures.

Read the instructions for the 'What is in the box?' game.

Write the number words one to twenty on the chalkboard.

Read the instructions for the 'Number game 1' (opposite).

Make sets of flash cards for each group, with the words for the numbers one to twenty.

## Letters and sounds

### Whole class teaching

Write 'ng' on the chalkboard.

Flash and say the 'ng' words with the pupils.

Remind them that the two letters 'n' and 'g' together make one sound.

Ask the class to give you other sounds that have two letters.

Write 'sh' and 'ch' on the chalkboard.

Flash the 'sh' and 'ch' cards and say the words with the class.

Put all the pictures in a box and play 'What is in the box?'

10  
minutes

Game

## Introduction

### Whole class teaching

Take the pupils outside and play 'Number game 1' with them.

Shout out a number, eg: 'three'.

The pupils have to stand in groups of that number. Any pupils not in a group are out.

Tell the pupils to run around again and you shout a different number, eg: two, four or five and tell them to stand in groups of that number.

Continue until most of the pupils are out.

25  
minutes

## Main activity

### Group task

Read the number words one to twenty and tell the pupils to join in as you say them.

Give each group a set of the number word cards.

Call out a number and ask pupils to hold up the matching number word.

The first group to hold up the word gets a point.

Continue until you have said each number twice.

Tell the groups to add up their points.

10  
minutes

Song

## Plenary

### Whole class teaching

Sing, 'One, two, buckle my shoe'.

# Numbers

## Learning outcomes

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

Read words with the sound 'th'.

Read the number words one to twenty.

## Teaching aids

### Before the lesson:

Have ready the 'ng', 'ch' and 'sh' words and pictures on flash cards.

Draw pictures for the 'th' words and write them on the chalkboard.

Make a set of flash cards with the numbers 1—20 and another set with the words one to twenty.

Write this week's words on the chalkboard.

## Letters and sounds

### Whole class teaching

Flash the 'ng', 'sh' and 'ch' word cards to the class.

Remind them that two letters make one sound in these words.

Write 'th' on the chalkboard.

Flash the 'th' words and explain their meaning to the pupils.

Say the words with the pupils.

Put all the 'ng', 'sh', 'ch' and 'th' pictures in the box.

Play 'What is in the box?'

Ask pupils to write one of the 'th' words and draw a picture to explain it in their exercise books.

10  
minutes

## Introduction

### Whole class teaching

Give each pupil a flash card with a number or number word on. If there are not enough cards for everyone, tell pupils to share a card.

Tell pupils to find the person with the matching card, eg: '3' with 'three'.

When they have found their partners, ask them to say the number and hold up the word card.

25  
minutes

## Main activity

### Whole class teaching

Read the number words to the class. Show them how to write 'twenty one'.

Ask someone to come and write 'twenty two'.

Repeat, until they reach thirty.

### Pair task

Ask the pairs to write the number words from thirty one to fifty in their exercise books.

Choose some of them to write their answers on the chalkboard.

Ask if someone can write 63, 88, 97 and 100 in words on the chalkboard.

10  
minutes

## Plenary

### Whole class teaching

Write 'How many' on the chalkboard and explain what it means.

Ask: 'How many pupils are there in our class?'

Tell the pupils to count and you write the answer on the chalkboard.

Repeat with:  
'How many girls are there?'  
'How many boys are there?'

# How many?

## Learning outcomes

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

Read words containing the sound 'wh'.

Answer questions beginning with 'How many'.

Read some number words up to a hundred.

## Teaching aids

### Before the lesson:

Have the 'ng', 'ch', 'sh' and 'th' words and pictures ready on flash cards.

Write the 'wh' words on the chalkboard and draw pictures to explain them.

Write this week's words on the chalkboard.

## Letters and sounds

### Whole class teaching

Flash the 'ng', 'sh', 'ch' and 'th' word cards to the class.

Write 'wh' on the chalkboard.

Say the sound and ask the pupils to join you in making the sound.

Flash the 'wh' words and explain their meaning.

Say these words with the pupils.

Put all the 'ng', 'sh', 'ch', 'th' and 'wh' pictures in the box.

Play 'What is in the box?'

Ask the pupils to write one of the 'wh' words and draw a picture to explain it in their exercise books.

10 minutes | Game

## Introduction

### Whole class teaching

Take the pupils outside and form a circle.

Divide the circle in half and give the pupils in each half a number from one to twenty.

Call out a number. Ask the two pupils with that number to chase each other in a clockwise direction round the circle. When one catches the other or when you shout 'stop' ask them to return to their places. Call another number and repeat.

Return to the classroom and read the number words with the pupils.

Call out some numbers, eg: 63, 29, 45, 81 and ask pupils to come and touch the words that make these numbers.

25 minutes | Macmillan Primary English 2

## Main activity

### Whole class teaching

Tell pupils to look at Macmillan Primary English 2, page 9.

Read the story to the class slowly, several times.

Ask pupils questions about the story to test their understanding.

Write 'How many?' on the chalkboard and remind the class what it means.

Tell the pupils to look at the picture in the text-book and ask: 'How many teachers are there?'

They should reply: 'There are four teachers'.

Tell the pupils to complete Macmillan Primary English 2, page 10 in their exercise books.

10 minutes | Macmillan Primary English 2

## Plenary

### Pair task

Tell the pairs to read the questions they have written.

Ask them to look at the picture in Macmillan Primary English 2, page 9 and try to answer the questions with their partner.

They should write a number word by each question.

**Literacy  
lesson plans**  
Primary 2

**Term 1**  
**Organising the  
classroom for  
effective learning**

**Week 9**  
**Numbers**  
Day 4

# How many?

## Learning outcomes

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

Recognise the sounds 'ng', 'sh', 'ch', 'th' and 'wh' in words.

Read words with these sounds.

Write questions and answers using words for numbers.

## Teaching aids

### Before the lesson:

Have ready the flash cards with the words learned this week.

Prepare five pieces of blank card or paper for each pair.

## Letters and sounds

### Whole class teaching

Write this week's sounds on the chalkboard and say them with the pupils.

Flash the cards with the words learned this week.

Choose some pupils to read the words individually.

Give each pair the blank cards.

Ask them to write one of the following sounds on each card 'ng', 'sh', 'ch', 'wh' or 'th'.

Hold up one of the word cards and read it to the class.

Ask them to hold up the matching sound.

Repeat with other sounds.

10 minutes | Game

25 minutes | Macmillan Primary English 2

10 minutes

## Introduction

### Whole class teaching

Play the game from Day 3 with the class using the numbers 30—50.

Return to the classroom and read the words with the pupils.

Write the following numbers and ask the pupils to write the number words in their exercise books: 11, 22, 34, 57, 86, 44, 92, 75.

Choose some pupils to come and write their answers on the chalkboard.

## Main activity

### Whole class teaching

Tell the pupils to turn to Macmillan Primary English 2, page 9.

Ask them what they can remember about the story from the previous day.

Read the story again. Ask them to touch the words 'teacher', 'boys', 'girls' and 'books' in their textbook.

Write 'How many' on the chalkboard and ask the class to read it with you.

Ask:

'How many books can you see?'

'How many boys can you see?'

'How many girls can you see?'

'How many teachers can you see?'

Ask them to make up a question using 'How many' about their own classroom, eg:

'How many pens are there?'

'How many desks are there?'

## Plenary

### Pair task

Tell one pupil to write a question in their exercise books for the other to answer.

They should answer with a number word.

Tell the pairs to swap roles and repeat the exercise.

Ask some pairs to share their questions and answers with the rest of the class.



# Number sentences

## Learning outcomes

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

Spell words containing the sounds 'ng', 'sh', 'ch', 'th' and 'wh'.

Write sentences using number words.

## Teaching aids

### Before the lesson:

Have ready a set of sound cards from Day 4 for each pair.

Have ready a set of alphabet cards for each pair.

Have the pictures and cards for the sounds learned this week.

Make flash cards for this week's words.

Have ready a large hundred square.

## Letters and sounds

### Whole class teaching

Say the sounds learned this week.

Play 'What is in the box?' with all the words.

Ask each pair to make these words with their letter cards: 'sing', 'ship', 'chop', 'bath', 'whip'.

Ask the class if they can make some other words with 'ng', 'sh', 'ch', 'th' and 'wh'.

Read these sentences slowly and tell the pupils to write them in their exercise books:  
'The king is on the ship.'  
'He hit the chick with a whip.'

10  
minutes

Game

25  
minutes

10  
minutes

## Introduction

### Whole class task

Play 'Pass the card'.

Arrange the pupils in a circle and give alternate pupils a word flash card.

Ask them to pass it to the pupil on their left.

Continue to pass the cards round until you call out 'stop'.

Ask each pupil with a card to read the word on it.

## Main activity

### Whole class teaching

Flash the word cards and ask the class to read them with you.

Shuffle the cards and ask the class to read them again.

Call out a number from the hundred square and ask a pupil to come out and touch the number. Repeat this several times.

Hold the hundred square and call on any pupil to read in tens, ie: 50, 60, 70, 80, etc.

Having done that, choose pupils to write the words for the numbers on the chalkboard.

### Pair task

Ask the pairs to think of sentences about the classroom that contain numbers, eg: 'There are eight desks in the classroom'.

Ask them to say their sentences to the rest of the class.

## Plenary

### Individual task

Tell the pupils to write some sentences in their exercise books with number words in them.



Week  
10  
Numbers

## Letters/sounds

## Words/phrases

## Assessment

### 'Revision words'

chin  
chip  
ship  
shell  
shop  
shed  
thick  
thin  
moth  
path  
bath  
wheel  
whip

red  
blue  
yellow  
green  
brown  
black  
white  
pink  
chicken  
church

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.

# Identify nouns

## Learning outcomes

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

Answer questions with 'yes' or 'no'.

Write a sentence about a picture.

## Teaching aids

### Before the lesson:

Write the following 'yes or no' questions on the chalkboard:

'Is the sun wet?'

'Has a hen got six legs?'

'Can a van go up a hill?'

Have two blank cards ready for each pair.

On the chalkboard draw a picture of a goat sleeping in a hut.

Read Macmillan Primary English 2, pages 28—29.

## Letters and sounds

### Whole class teaching

Flash the revision word cards to the class.

Choose pupils to write 'yes' and 'no' on the chalkboard.

Ask pairs to write 'yes' and 'no' on their blank cards.

Read the 'yes' or 'no' questions with the class.

Ask the pupils to hold up 'yes' or 'no' for each question.

Point to the picture of the goat.

Ask them what is happening.

In pairs, ask the pupils to make up a sentence for the picture.

Write their sentences on the chalkboard, eg: 'The goat is in the hut' or 'I can see a goat'.

10 minutes | Macmillan Primary English 2

## Introduction

### Pair task

Tell the pairs to look at the picture in Macmillan Primary English 2, page 28.

Ask them to say two things they can see.

Tell each pair to share their ideas with the class.

25 minutes | Macmillan Primary English 2

## Main activity

### Group task

Read the story in Macmillan Primary English 2, page 28 to the pupils.

Ask the pupils what each person is doing in the story.

Ask if anyone can remember what a noun is (a name of a person, place or thing).

In groups of five or six, ask the pupils to say some nouns that are in the story.

Write their responses on the chalkboard.

Ask the pupils to read the nouns in the story.

Ask them how many of each noun they can see, eg: chickens, tomatoes.

10 minutes | Macmillan Primary English 2

## Plenary

### Individual task

Ask the pupils to complete Macmillan Primary English 2, page 29, exercise 1.

# Colours

## Learning outcomes

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

Answer questions with 'yes' or 'no'.

Write sentences in English.

## Teaching aids

### Before the lesson:

Write the following 'yes or no' questions on the chalkboard:  
'Has a pot of jam got a lid?'  
'Has a dog got a web?'  
'Can wax get hot?'

Have the 'yes' and 'no' cards ready for each pair.

Draw a picture of a goat.

Have ready a large hundred square.

Write these numbers on the chalkboard: 78, 96, 57, 84, 69.

## Letters and sounds

### Whole class teaching

Flash the revision word cards to the class.

Read the questions with them.

Sound out the words carefully.

Ask pairs to hold up 'yes' or 'no' for each question.

Point to the picture of the goat.

Ask the pupils to say some sentences about it.

Ask them to write sentences in their exercise books.

Ask some of them to read their sentences.

10  
minutes

## Introduction

### Whole class teaching

Point to numbers on the hundred square and ask pupils to say the names of the numbers.

Choose some pupils to come and write some of the number words on the chalkboard.

Point to the numbers on the chalkboard and tell the pupils to write the word names for these numbers in their exercise books.

25  
minutes

Macmillan  
Primary English 2

## Main activity

### Whole class teaching

Ask the pupils to look at Macmillan Primary English 2, page 28.

Ask them to say some of the nouns in the story.

Ask them what colours they can see in the picture in the textbook.

Write their ideas on the chalkboard.

Ask the pupils if they know the names of any other colours and write them on the chalkboard.

10  
minutes

## Plenary

### Individual task

Ask the pupils to write some of their sentences in their exercise books.



# Describing people, places and objects

## Learning outcomes

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

Answer questions with 'yes' or 'no'.

Write a sentence about a picture.

## Teaching aids

### Before the lesson:

Write the following 'yes or no' questions on the chalkboard:

'Can a hen peck?'

'Can a taxi hop?'

'Can a duck quack?'

Have the 'yes' and 'no' cards ready for each pair.

Practise singing 'Rainbow'.

On the chalkboard draw a picture of a girl selling yams.

## Letters and sounds

### Whole class teaching

Flash the revision word cards to the class.

Read the questions with them.

Sound out the words carefully.

Ask pairs to hold up 'yes' or 'no' for each question.

Point to the picture.

Ask the class to say sentences about it.

Write some of the sentences on the chalkboard.

Sound out some of the words to help with the spelling, eg: 's-e-ll' (3 sounds).

Ask the pupils to try to write their own sentences in their exercise books.

10  
minutes

Song

## Introduction

### Whole class teaching

Sing the 'Rainbow' song.

Ask the pupils to say what they know about their friends, such as their name, age, complexion, height, etc.

As pupils say their ideas, write them in sentences on the chalkboard, eg: 'His name is Edet. He is six years of age'.

25  
minutes

Macmillan  
Primary English 2

## Main activity

### Group task

Tell the groups to look at the picture in Macmillan Primary English 2, page 28.

Ask each group to say some sentences about one of the following characters:  
Mr Nwosu  
Mrs Nwosu  
Nkechi  
Mary.

Write what the pupils say on the chalkboard.

Help them as much as possible.

10  
minutes

## Plenary

### Whole class teaching

Ask each pair to read their sentence to the class.

# Numbers and colours

## Learning outcomes

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

Answer questions and write a sentence about a picture.

Use nouns in a sentence.

## Teaching aids

### Before the lesson:

Have the revision words ready on flash cards.

Draw a picture of pupils in school on the chalkboard. Draw some pupils playing outside and some sitting inside reading books. Draw a teacher writing on the chalkboard.

Draw a hundred square on the chalkboard or on a piece of card.

## Letters and sounds

### Whole class teaching

Flash the revision word cards to the class.

Point to the picture on the chalkboard.

Ask:

'Where are the pupils?'

'How many pupils are there?'

'What can they do in school?'

Write down a list of things that pupils do in school.

Ask the pupils what they like doing best in school.

Tell the class to write in their exercise books: 'I like doing \_\_\_ in school'.

Tell them to fill in the blank with their favourite activity.

10  
minutes

Song

## Introduction

### Whole class task

Point to numbers on the hundred square and ask pupils to say the names of the numbers.

Choose some pupils to come and write some of the number words on the chalkboard.

Point to the numbers on the chalkboard and tell the class to write the words for these numbers in their exercise books.

Sing the 'Rainbow' song.

25  
minutes

## Main activity

### Group activity

Ask each group to choose two nouns they can see in the classroom.

Tell them to say sentences about the nouns using a number or colour word, eg: 'There are fifteen girls in the class', 'The desks are brown', 'The teacher has a red gown'.

Tell each group to say their sentences to the rest of the class and write them on the chalkboard.

10  
minutes

## Plenary

### Individual task

Ask the pupils to write some sentences about their class.

Read some of their sentences to the whole class.

# Writing sentences

## Learning outcomes

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

Answer questions with 'yes' or 'no'.

Write a sentence about a picture.

## Teaching aids

### Before the lesson:

Write 'yes' or 'no' questions from Days 1, 2 and 3 on the chalkboard.

Have the 'yes' and 'no' cards ready for each pair.

Draw a picture of pupils in school on the chalkboard. Draw some pupils playing outside and some sitting inside reading books. Draw a teacher writing on the chalkboard.

Read Macmillan Primary English 2, page 31.

## Letters and sounds

### Whole class teaching

Flash the revision word cards to the class.

Read the questions with them.

Sound out the words carefully.

Ask pairs to hold up 'yes' or 'no' for each question.

Point to the picture and ask the pupils what is happening.

Write the word 'school' on the chalkboard.

Ask:

'What are the pupils doing outside?'

'What is the teacher doing?'

'What are the pupils doing inside?'

In pairs, ask the pupils to write some sentences about the picture.

10  
minutes

## Introduction

### Group task

Write 'fifty one' on the chalkboard.

Give each group a large piece of paper and ask them to write 'fifty one' at the top.

Tell them they have 10 minutes to write the names of the numbers that come after fifty one. They must be in the correct order.

The group with the highest number written is the winner.

Tell each group to hold up their paper and ask the others to check the spelling carefully.

25  
minutes

Macmillan  
Primary English 2

## Main activity

### Whole class teaching

Tell the pupils to look at Macmillan Primary English 2, page 31.

Read the story to the class.

Ask them to say one sentence about Nkem and Apo.

### Pair task

Ask the pairs to say some of the nouns they can see in the pictures in the textbook.

Tell them to say the colour of some of the nouns.

Ask them to write some sentences about the picture in their exercise books, using colour words.

10  
minutes

## Plenary

### Whole class task

Choose some pupils to read their sentences to the class.

## Credits

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

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We must Not fail This Test  
For We Have No Friend In The West  
We Are No More Slaves  
We Are Strong Free And Brave  
And We Are Determined To Make  
The Continent Great

WE ARE BORN TO LIVE NOT TO DIE  
WE ARE NOT TO BE CONQUERED

