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**Lagos State Government**

Produced with the  
support of

**esspin**  
Education Sector  
Support Programme  
in Nigeria



**UKaid**  
from the Department for  
International Development



**Oando Foundation**

**Literacy  
lesson plans**  
Primary 2

**Term 3**  
Assessment for  
learning

**Weeks**  
26—30

Type of lesson plans/  
Grade

Term/  
Learning theme

# Literacy lesson plans

## Primary 2

# Term 3

## Assessment for learning

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



## Introduction

Over the years, the citizens of Lagos have benefited from a government orchestrated free basic education programme. This has resulted in mass enrolment of school-age children in public primary institutions across the state, and significant expense on education facilities and continuous teacher improvement programmes.

However, the learning outcomes of these public primary schools have not justified the colossal amount of money that has been spent on education in the state. The school system has inadequately equipped our school leavers for everyday life. A baseline assessment of teachers revealed a general weakness around effective teaching methodologies to improve learning outcomes in our schools.

The State Government, with the support of the Education Sector Support Programme in Nigeria (ESSPIN) and with funding from UK Aid from the Department for International Development, has recently introduced pilot literacy and numeracy lesson plans in public primary schools (starting with Primary 1—3) to improve classroom teachers' capacity. These lesson plans sought to address the challenges by offering step-by-step guidance to teachers on how to deliver good quality literacy and numeracy lessons effectively.

Now, the hard work of all our personnel – the State School Improvement Team, the school support officers and technical partners from ESSPIN – has brought about the production of a complete module of lesson plans.

I am convinced that the use of these complete versions of the literacy and numeracy lesson plans by teachers in all our 1,003 public primary schools will further raise the standards of education to which we are wholly committed.

**Mrs Olayinka Oladunjoye**  
Honourable Commissioner  
for Education  
Lagos State

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**Literacy**  
**lesson plans**  
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# Introduction

## ▶ Assessment for learning



## Assessment for learning

Effective assessment can support the teaching and learning of all pupils. Used well, it can move pupil learning forward, giving all pupils the chance to be successful learners.

Assessment in the classroom happens all the time, it is an ongoing process. It helps you to find out:

What your pupils have learned.

How well you are teaching.

How to plan your next steps of teaching.

What your pupils are doing well and what they need to practise.

At the beginning of every week the lesson plans explain that in every lesson you should walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. It is important that if they do not, then you should help by explaining the idea to them again – maybe in a different way or with another example, or you could ask another pupil to help them.

Assessment used each day in the classroom gives you a much broader picture of your pupils' ability and progress. It also helps to give your pupils a sense of achievement, helping them to understand what they can do well and what they still need to practise.

There are many ways that you can assess your pupils' knowledge and understanding:

By observing.

Using careful questioning.

Through discussion with individuals, pairs or groups of pupils.

When marking work produced by individual pupils.

Looking at exams at the end of a term.

In every classroom there will always be some pupils who learn faster than others. When you read the learning outcomes for each day, think about which of your pupils will achieve them at the end of the lesson and which of them will need more time to achieve the learning outcomes.

As you get to know your pupils you will be able to plan how you can help each pupil to do their best in every lesson.

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# Introduction

## ▶ Stories, games and teaching aids for the term

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When these stories are used, copy them on to the chalkboard on Day 1 and leave them there for the whole week.

### Audu hurt his leg

Audu was in the forest. He had walked all day. It was dark. He felt \_\_\_\_\_. He was lost. He sat down to rest. Suddenly \_\_\_\_\_.

Daddy was looking for Audu. He went into the forest. He said '\_\_\_\_\_'.  
(Leave plenty of space to write in the pupils' ideas.)

### Why does the cat always chase the rat?

A long time ago, the Lion Emperor called all the animals to his birthday party. He asked them to have a race across the river.

All the animals jumped into the water. The cat and the rat could not swim. They asked the ox to help them cross the river. They climbed on to the ox's back. Before they had crossed the river, the rat pushed the cat into the water. The cat spent the whole day getting to the land. By the time he had arrived, the race was over.

The cat was very angry. The cat is still chasing the rat today. The cat wants to know why the rat pushed him into the water!

### On the farm

I will soon visit my sister at her farm.

She will let me feed the hens and chickens.

They peck up corn in the farmyard.

She has goats and cows as well as hens.

She gets the hens into a shed at night.

The foxes might get them.

### Holiday with an uncle

Zakari and Jamela live in a village. In the school holidays they went to visit their uncle. Their uncle lives in a big town.

Zakari and Jamela were very happy and excited. They had never been to a town. Mummy gave them some food. They got on the bus. It was very hot on the bus. It took a long time to get to the town. Zakari and Jamela were very tired. Their uncle came to meet them. He had a car.

They saw many cars, an overhead bridge, banks, schools and many shops where people buy and sell things. At their uncle's house they had some food and a rest.

In the evening, their uncle drove them along roads with many street lights. Everywhere was so light that they thought it was the afternoon.

The next day their uncle took them to the university. They saw many trees and flowers. They sat down by a lake and had some food. Then they went to the zoo. Zakari and Jamela saw elephants, lions, giraffes and monkeys. They enjoyed their holiday in the town. They said, 'This is the best holiday.'



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**Spelling tricky words**

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**Look** carefully at the word.  
How many letters has it got?  
Are there any dangly or tall  
letters? Can you sound  
any letters out? **Air write**  
the word.

---

**Say** the word five times.

---

**Hide** the word.

---

**Write** the word.

---

**Check** the word carefully.  
Well done if it is correct,  
but if any letters are wrong  
change them. Look at  
the word again carefully  
and repeat the steps  
if necessary.

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**Rules for sentences**

- 
- 1 Sentences have a capital letter at the start.
  - 2 Sentences need a full stop at the end.
  - 3 Leave spaces between words.
  - 4 Check spellings.

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**Verbs in the past**

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Make a poster of the following sentences showing past tense verbs and display them where all the pupils can see them clearly.

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Today I go.  
Yesterday I went.

---

Today I sleep.  
Yesterday I slept.

---

Today I run.  
Yesterday I ran.

---

Today I eat.  
Yesterday I ate.

---

**Today and yesterday sentences**

---

Today I am.  
Yesterday I was.

---

Today you are.  
Yesterday you were.

---

Today she is.  
Yesterday she was.

---

Today he is.  
Yesterday he was.

---

Today we are.  
Yesterday we were.

---

Today they are.  
Yesterday they were.

## Fiction and non-fiction books

Story books are called **fiction**. Information books are called **non-fiction**.

Examples of non-fiction books are books about science, mathematics, history or geography.

Newspapers and magazines are also non-fiction.

The title of a book is its name, eg: The three little goats or Macmillan New Primary English 2.

The author of a book is the person who writes the book, eg: Wale Tuko or Sade Abeke.

## Sentences in a bag game

Prepare the following sentences on card:

The goat is up a tree.

The children are jumping in the room.

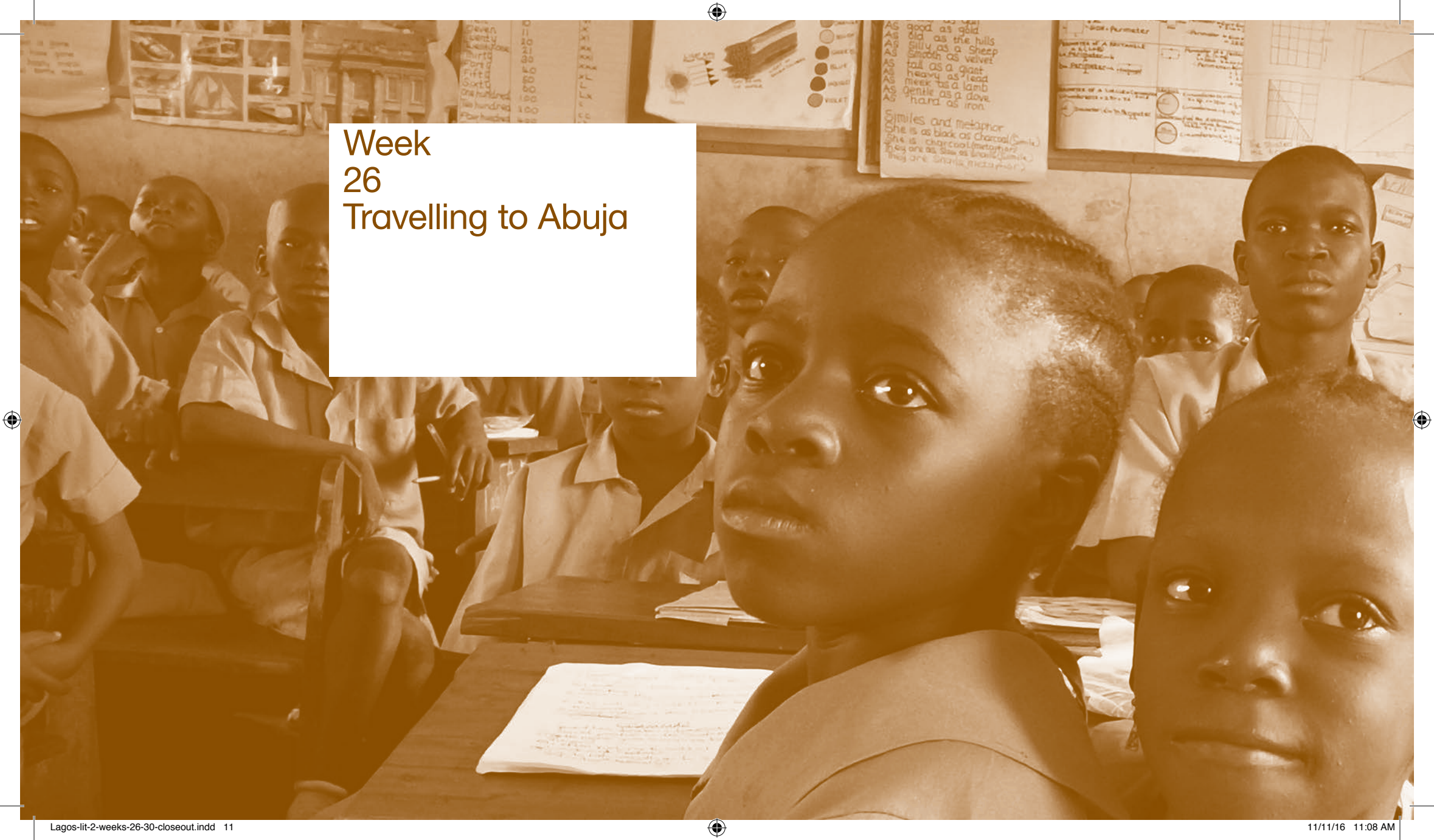
The bird is flying in the sky.

The boy is sleeping in the bed.

Tomi got a fish at the market.

Cut the words out and mix them up.

Put each sentence in a separate bag.



Week  
26  
Travelling to Abuja

## Letters/sounds

### High frequency words

These words appear very often in writing. The pupils need to be able to read and write these words quickly and easily.

**said**  
**have**  
**like**  
**do**  
**some**  
**come**  
**were**  
**there**  
**little**  
**one**  
**when**  
**out**

## Words/phrases

**travelled**  
**boarded**  
**stopped**  
**riverside**  
**fishing**  
**beautiful**  
**forever**

## 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.**



# Musa leaves for Abuja

## Learning outcomes

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

Spell some high frequency words.

Discuss a story.

## Teaching aids

### Before the lesson:

Write the first seven high frequency words on flash cards for each pair.

Read the 'look, say, hide, write, check' method in the introduction.

Read Macmillan New Primary English 2, page 84.

Write the key words on large flash cards.

Write the playscript opposite on the chalkboard. Keep it for later in the week.

## Letters and sounds

### Pair task

Display the high frequency words and ask if anyone can read them.

Demonstrate the 'look, say, hide, write, check' method.

Give each pair a set of word cards.

Ask one pupil to hold up the card for their partner to look at, say and write in the air.

Tell them to hide the card while their partner tries to write it.

If it is correct, they should move to the next card. If not, tell them to try again.

When all the words are written correctly tell the pupils to swap roles.

10 minutes | Macmillan New Primary English 2

25 minutes | Macmillan New Primary English 2

10 minutes

## Introduction

### Whole class teaching

Ask the pupils to look at the picture in Macmillan New Primary English 2, page 84.

Ask them to describe what they see to each other.

Write their ideas on the chalkboard.

Flash the key word cards and read them to the class.

Explain the words and tell them that these are some key words from the story.

## Main activity

### Whole class teaching

Tell the pupils to look at the passage in Macmillan New Primary English 2, page 84.

Tell them to look for the key words as you read the passage to them.

Tell the pupils you are going to look at some of this passage written as a playscript.

Explain that a playscript is written differently. Look together at the playscript written on the chalkboard.

Explain that there is a short introduction to tell the reader what is happening. Then the names of the characters are written down the side so the passage can be acted out.

### Playscript

Musa and his father travelled to Abuja by bus. They stopped to rest by the riverside.

Musa: Look father, the men are fishing.

Father: Would you like me to buy some fish?

Musa: Yes, that would be lovely.

Father: I shall buy some fish for us and for our friends in Abuja.

### Pair task

Tell the pupils to talk about the way a playscript is set out.

Read it again with them.

Tell them to choose a part each and role play it.

## Plenary

### Pair task

Choose some pupils to share their role play with the class.



Lesson  
title

# Musa's visit to Abuja

15  
minutes

Frequent words

## Learning outcomes

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

Write sentences with high frequency words.

Write answers to simple questions.

## Teaching aids

**Before the lesson:**

Have ready the high frequency word flash cards for each pair.

Make two sets of key word flash cards for each group.

Write the sentences listed opposite on the chalkboard.

## Letters and sounds

**Pair task**

Flash the word cards from yesterday.

Read the sentences on the chalkboard with the pupils.

Ask them to underline the words they have learned to spell.

Rub out the underlined words.

Give each pair a set of high frequency word cards.

Tell them to write the sentences in their exercise books, putting in the missing words.

Tell them to use the 'look, say, hide, write, check' method to help them.

10  
minutes

Macmillan New  
Primary English 2

Game

25  
minutes

Macmillan New  
Primary English 2

10  
minutes

## Introduction

### Group task

Ask the pupils about the passage they read yesterday and what it was changed into.

Read Macmillan New Primary English 2, page 84 to the pupils.

Ask them to look for the key words.

Shuffle each set of key word flash cards and place two sets face down in front of each group.

Play the card matching game.

## Main activity

### Pair task

Ask the pupils to look at the questions in Macmillan New Primary English 2, page 84.

Read the first three questions together.

Ask the pupils to discuss the answers. Choose some pairs to give you the answers.

Tell the pairs to look at the rest of the questions as you read them and explain that the answers are in the passage.

Tell one pupil to ask the questions and their partner to answer them.

## Plenary

### Whole class teaching

Choose some pupils to share their answers with the class.

Discuss if the class agrees with the answers.

## Sentences

There were little children on the bus.  
Musa said it was a beautiful city.  
There were some men fishing.  
I like to eat fish.

# His and hers

## Learning outcomes

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

Spell some high frequency words.

Use possessive pronouns correctly.

## Teaching aids

**Before the lesson:**

Write the last five high frequency words on flash cards for each pair.

Have ready some card or paper for the pupils to draw on.

Have ready some drawings of fish (enough for each group to have one). Keep these for tomorrow.

## Letters and sounds

**Pair task**

Display the high frequency words and ask if anyone can read them.

Give each pair a set of word cards.

Ask one pupil to hold up the card for the other to look at carefully, say and air write.

Next, tell them to hide the card while their partner tries to write it.

If it is correct, tell them to try the next card.

If it is incorrect, tell them to repeat the process.

When all the words are written correctly, tell the pupils to swap roles and start again.

10  
minutes

25  
minutes

Macmillan New  
Primary English 2

10  
minutes

## Introduction

### Whole class teaching

Take a pupil's bag or book and ask, 'Whose is this?'

Tell the pupil to reply,  
'It is **mine**.'

Explain that 'mine' means  
belonging to me.

Repeat with other items.

Take a pupil's book and ask  
the class, 'Whose is this?'

Tell them to reply,  
'It is **his**' if it is a boy or  
'It is **hers**' if it is a girl.

## Main activity

### Pair task

Ask the pupils to look at the  
picture in Macmillan New  
Primary English 2, page 84.

Tell them that when Musa's  
father buys fish it is then  
'his fish'.

Choose some pupils to  
help you write 'This is his.'  
on the chalkboard.

Ask the pupils to draw  
a picture of Musa's  
father with a fish in their  
exercise books.

Ask them to write 'This is his.'  
under the picture.

### Group task

Arrange the class in groups  
of four.

Choose two pupils in each  
group to be the 'fishermen'  
and two to be fish 'buyers'.

Give the fishermen the fish  
drawings you made and  
tell them to look at each  
buyer and say, 'This is his.'  
for a boy and 'This is hers.'  
for a girl.

Tell the buyers to reply,  
'This is mine.'

Tell them to swap roles  
and repeat.

## Plenary

### Whole class teaching

Choose some groups  
to show their role play to  
the class.

Ask the class if they  
used the correct words to  
show belonging.

# At the riverside

## Learning outcomes

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

Write sentences with high frequency words.

Use English in a role play.

## Teaching aids

**Before the lesson:**

Have ready the high frequency word cards for each pair.

Write the sentences opposite on the chalkboard.

## Letters and sounds

**Pair task**

Flash the word cards from yesterday.

Read the sentences with the pupils.

Ask them to underline the high frequency words.

Rub the underlined words out and give each pair the set of word cards.

Ask them to write out the sentences in their exercise books, putting in the missing words.

10  
minutes

## Introduction

### Whole class teaching

Ask the class to look at the fish drawings from yesterday.

Write 'Whose is this?' on the chalkboard and ask the pupils to read it with you.

Ask them to discuss what the answer will be if it is a boy (his) and if it is a girl (hers).

Ask some pairs to say their answers and ask the class if they are correct.

Tell them that it is Tunde's fish. Say, 'This is Tunde's.'

25  
minutes

## Main activity

### Group task

Tell the pupils they are going to write their own playscript called 'At the riverside'.

Ask them to discuss what might happen at the riverside.

Ask pupils to share their ideas with you and write them on the chalkboard, eg: people are talking, men are fishing and selling their fish.

Ask, 'What might the fishermen say when they sell their fish?'

Write the pupils' ideas on the chalkboard, eg: 'I have lovely fish, come and buy some tasty fish.'

10  
minutes

## Plenary

### Whole class teaching

Choose some pairs to show their role plays to the class.

Ask the class to suggest other things the pairs could say or do to improve the role plays.

### Sentences

When Musa gets home he will have fish for dinner.  
Musa must do the washing when he is home.  
The children come into the room.  
There was one bus left at the park.  
They climbed off the bus for a rest.



# At the riverside

## Learning outcomes

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

Write high frequency words in sentences.

Write a simple playscript.

## Teaching aids

**Before the lesson:**

Have all the high frequency words learned this week ready on flash cards and write them on the chalkboard.

Ensure the pupils' ideas for 'At the riverside' are still on the chalkboard from yesterday.

## Letters and sounds

**Whole class teaching**

Hold up the word cards and read them with the pupils.

Ask pupils to look at the words on the chalkboard carefully.

Rub the words off the chalkboard.

Read each word slowly.

Ask the pupils to write them in their exercise books.

Tell them to write a sentence with some of the words.

Write some of their sentences on the chalkboard.

Ask them to check the spellings.

10  
minutes

## Introduction

### Whole class teaching

Tell the pupils to look at their ideas for 'At the riverside' on the chalkboard.

Ask them if they can think of any more ideas, eg: people swimming, people resting.

Write their ideas down.

Remind them that they have been role playing 'At the riverside'.

Choose some pairs to do their role plays.

25  
minutes

## Main activity

### Pair task

Read the playscript from Monday to the class.

Ask the pupils what this type of writing is called.

Tell them to think about their role play and work in pairs to write their own playscript.

Demonstrate how to write a short playscript called 'At the riverside' on the chalkboard.

Choose some pupils to help you write.

10  
minutes

## Plenary

### Whole class teaching

Choose some pairs to read the playscript to the class.

Ask the pupils to explain how a playscript is different from a story.



Week  
27  
Stories and plays

## Letters/sounds

### Revision words

will  
that  
this  
then  
them  
with  
see  
for  
now  
down  
look  
too

## Words/phrases

forest  
scared  
hospital  
hurt  
doctor  
nurse  
bandage  
Lion Emperor  
race

## 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

15  
minutes

Sentences

Macmillan New  
Primary English 2

**Literacy  
lesson plans  
Primary 2**

**Term 3  
Assessment for  
learning**

**Week 27  
Stories and plays  
Day 1**

# Audu hurt his leg

## Learning outcomes

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

Write a sentence correctly.

Help to plan ideas for a story.

## Teaching aids

### Before the lesson:

Write the revision words on large flash cards.

Write the 'Audu hurt his leg' story on the chalkboard.

Look at the front cover of Macmillan New Primary English 2.

## Letters and sounds

### Whole class teaching

Flash the revision word cards.

Tell the pupils to look at the front cover of Macmillan New Primary English 2.

Ask them to think of a sentence for the picture, eg: 'The children are in the classroom'.

Remind them that 'the' is a tricky word and ask what letters are needed.

Write 'The' on the chalkboard

Ask them to say the sentence again, and sound out and write the next word.

Repeat the process until the sentence is complete.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Tell the pupils they are going to help you write a story about a boy called Audu.

Read the first part of the story with them.

Ask the pupils to suggest words to describe how Audu felt and write them in the space, eg: 'scared', 'tired', 'lonely'.

Explain the meaning of 'suddenly'.

## Main activity

### Whole class teaching

Ask the pupils how they think Audu hurt his leg, eg: 'Suddenly a snake crawled out. It bit his leg.'

Write their ideas on the chalkboard.

Read the next part of the story and ask them what they think Daddy said and how he found Audu.

Write one of their ideas down.

## Plenary

### Pair task

Ask the pupils to take turns to role play being the doctor and Audu.

Tell the 'doctor' to ask questions and tell 'Audu' to explain how he hurt his leg.

Keep the story about Audu for the next day.



Lesson  
title

15  
minutes

Sentences

Macmillan New  
Primary English 2

**Literacy  
lesson plans  
Primary 2**

**Term 3  
Assessment for  
learning**

**Week 27  
Stories and plays  
Day 2**

# Audu at the hospital

## Learning outcomes

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

Write a sentence correctly.

Write a simple playscript.

## Teaching aids

### Before the lesson:

Have ready the story of Audu  
from yesterday.

Write the 'Today and yesterday'  
sentences on the chalkboard.

Look at Macmillan New Primary  
English 2, page 57.

## Letters and sounds

### Whole class teaching

Flash the revision word cards.

Read the sentence on  
the chalkboard.

Remind the pupils that a sentence  
needs a capital letter and a full stop.

Tell the pupils to look at the  
picture in Macmillan New Primary  
English 2, page 57.

Discuss what is happening.

Repeat the process from yesterday  
and write the sentence with them.

Ask them to write the sentences  
in their exercise books.

10  
minutes

## Introduction

### Whole class teaching

Read the story of Audu that the pupils wrote yesterday.

Remind them that to change verbs into the past we often add **ed**.

Ask them to point to a verb with 'ed' in the story, ie: 'walked'.

Explain that some verbs change completely in the past.

Write 'Today he \_\_\_ lost. Yesterday she \_\_\_ lost. Today I \_\_\_ lost. Yesterday I \_\_\_ lost.'

Read the sentences and ask pairs to say the missing words.

25  
minutes

## Main activity

### Pair task

Ask the pupils what they think the doctor did to make Audu feel better, eg: gave him medicine, put a bandage on his leg.

Ask them to take turns to role play being the doctor and Audu.

Ask them to think about what they would say to each other about Audu's leg.

Write 'Audu at the hospital' on the chalkboard and ask the pupils to copy it into their exercise books.

Tell them they are going to write a playscript.

Tell them to write 'Doctor' at the side of the page and write what he or she says next to it.

Tell them to write 'Audu' underneath at the side of the page and write what he says next to it.

Tell them to continue, putting in more questions and answers.

Remind them to use a question mark at the end of question sentences.

10  
minutes

## Plenary

### Whole class teaching

Choose some pairs to read and act out their playscripts.

Lesson  
title

15  
minutes

Sentences

Macmillan New  
Primary English 2

**Literacy  
lesson plans  
Primary 2**

**Term 3  
Assessment for  
learning**

**Week 27  
Stories and plays  
Day 3**

# Audu and Sule

## Learning outcomes

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

Write a sentence with correct spelling.

Plan a simple story.

## Teaching aids

**Before the lesson:**

Have ready the revision word flash cards.

Read the 'Rules for sentences' in the introduction and display them in the classroom.

Read Macmillan New Primary English 2, page 49, look at page 56 and read page 63.

## Letters and sounds

**Whole class teaching**

Flash the revision word cards.

Tell the class to look at Macmillan New Primary English 2, page 56. Discuss what is happening in the picture.

In pairs, ask the pupils to think of some simple sentences about the picture, eg: 'The baby is sleeping.'

Tell the pairs to share their sentences with the class.

Remind them of the 'Rules for sentences'.

Ask them to try to write their own sentence for the picture.

Read some of the sentences to the class.

10  
minutes

## Introduction

### Whole class teaching

Ask the class to help you write the 'Today and yesterday sentences' from the previous day on the chalkboard.

25  
minutes

Macmillan New  
Primary English 2

## Main activity

### Whole class teaching

Help the pupils to understand when to use 'am', 'are' and 'is' in the present tense and 'was' and 'were' in the past tense.

Tell them to look at the verbs in Macmillan New Primary English 2, page 49.

Explain that they are the past tense of 'sleep', 'play', 'buy', 'fall' and 'ride'.

Look at the pictures together and make sure the pupils understand the meaning of each word.

Tell them to write the completed sentences in their exercise books.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to play the parts of Audu and Sule and any other people in the story.

Ask them to perform a role play of the story for the class.

Lesson  
title

15  
minutes

Sentences

Macmillan New  
Primary English 2

**Literacy  
lesson plans  
Primary 2**

**Term 3  
Assessment for  
learning**

**Week 27  
Stories and plays  
Day 4**

# Writing a story

## Learning outcomes

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

Write a sentence with correct spelling.

Write a short story.

## Teaching aids

**Before the lesson:**

Have ready the revision word flash cards.

Look at Macmillan New Primary English 2, page 34.

## Letters and sounds

**Whole class teaching**

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

Tell the pupils to look at the picture in Macmillan New Primary English 2, page 34.

Discuss the picture with the pupils.

Discuss how to spell 'football' and write it on the chalkboard.

Ask the pupils to write their own sentence about the picture in their exercise books.

Ask them to share their sentence with a partner and check they are correct (have they got a capital letter, full stop, spaces between the words, correct spelling?).

10  
minutes

## Introduction

### Group task

Remind the pupils that they have been planning a story about Audu and Sule.

Ask them to look at the drawings they did in their exercise books yesterday.

Ask groups to role play their story.

25  
minutes

## Main activity

### Group task

Write, 'Audu and Sule' on the chalkboard and tell the pupils to copy it into their exercise books.

Tell them they are now ready to write their stories.

Tell them that a story needs a **beginning**, a **middle** and an **ending**.

Ask the pupils to discuss what happened at the beginning of the story.

Ask them what happened in the middle of the story.

Ask them what happened at the end.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read their stories to the class.

Ask the others to check that the stories have a beginning, a middle and an ending.



# A class playscript

## Learning outcomes

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

Follow the rules for writing a sentence.

Write a class playscript.

## Teaching aids

**Before the lesson:**

Have ready the revision word flash cards.

Write the 'Why does the cat always chase the rat?' story on the chalkboard.

Draw three large boxes on the chalkboard and label them 1, 2 and 3.

Look at Macmillan New Primary English 2, page 17.

## Letters and sounds

**Whole class teaching**

Quickly flash the revision word cards.

Ask the pupils what they must remember when writing sentences.

Read and explain the 'Rules for sentences' poster.

Ask the pupils to look at the picture in Macmillan New Primary English 2, page 17.

Ask, 'What can you see?' and tell them to write a sentence in their exercise books.

If there is time, encourage them to write another sentence.

Tell them to use the poster to check their sentences.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Read 'Why does the cat always chase the rat?'

Ask the pupils to say what happens in the beginning, middle and end of this story.

Tell them they are going to help you to write the story as a playscript.

Ask the pupils to name some animals and write them on the chalkboard.

## Main activity

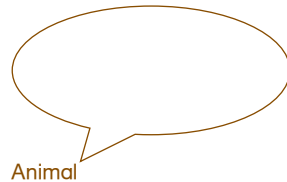
### Whole class teaching

Write 'The cat and the rat' on the chalkboard and tell the pupils this is the title.

Tell the pupils to choose an animal and draw it in box 1.

Discuss what the animal might say at the beginning of the story, eg: 'Happy birthday Lion.' or 'Here is a gift for you.'

Write the ideas in a speech bubble (see below) next to the animal in box 1 and tell the pupils to copy it in their exercise books.



### Pair task

Ask pairs to discuss what the animals say when they are in the water and write their ideas in speech bubbles in box 2.

Tell the pupils to copy this into their exercise books.

Ask the pupils to discuss what the animals say at the end of the story and write their ideas in speech bubbles in their exercise books.

## Plenary

### Whole class teaching

Read the playscript you have written with the class.

Ask a few different pairs to act out their final speech bubble.

They could make animal masks and act out their playscript for other classes to watch.



Week  
28  
At the bookshop



### Letters/sounds

### Words/phrases

### Assessment

#### Revision words

said  
have  
like  
do  
some  
come  
were  
there  
little  
one  
when  
out

bookshop  
people  
buy  
pencils  
rulers  
erasers  
bookseller  
sell  
biros

During each lesson, walk around 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.

# At the bookshop

## Learning outcomes

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

Write a complete sentence.

Talk about a passage they have read.

## Teaching aids

**Before the lesson:**

Have ready the revision word flash cards.

Read Macmillan New Primary English 2, page 35.

Write the key words on large flash cards.

## Letters and sounds

**Whole class teaching**

Flash the revision word cards.

Draw a fish on the chalkboard.

In groups, ask the pupils to think of five things they know about fish.

Ask them to share their ideas with the class.

On the chalkboard, write:

'A fish is \_\_\_\_.'

'It lives in \_\_\_\_.'

'It likes to eat \_\_\_\_.'

'It can \_\_\_\_.'

Read the sentences and ask the pupils to suggest words for the blanks.

Ask the groups to copy and complete the sentences in their exercise books.



## Introduction

### Group task

Ask the pupils to look at the picture in Macmillan New Primary English 2, page 35.

Ask each group to say five things they can see.

Ask if anyone has ever been to a bookshop.

Hold up and read each key word.

Explain it and ask the pupils to find it in the picture or the story.

## Main activity

### Whole class teaching

Read the passage in Macmillan New Primary English 2, page 35 and tell the pupils to follow the passage as you read it.

Read it again and ask questions to check they have understood it.

Write 'sometimes', 'never' and 'often' on the chalkboard and explain what they mean.

Write:  
'We \_\_\_ go to the market.'  
'We \_\_\_ go in a car.'

Ask the pupils to choose one of the words on the chalkboard to complete the sentences.

Choose some pairs to say the completed sentences and ask others if they agree.

Ask the class to think of a sentence with the word 'never'.

Write some of their ideas on the chalkboard.

### Individual task

Ask the pupils to make three sentences using 'sometimes', 'never' and 'often' and write them in their exercise books.

## Plenary

### Whole class teaching

Read the passage again.

Choose pupils to role play the parts of Stella and Chukwu.

# The past tense

## Learning outcomes

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

Write a complete sentence.

Understand some irregular past tense verbs.

## Teaching aids

**Before the lesson:**

Have ready the revision word flash cards.

Make two sets of key word flash cards for each group.

Write the 'Verbs in the past' sentences on the chalkboard, leaving off the last word of each sentence.

## Letters and sounds

**Whole class teaching**

Flash the revision word cards.

Ask some pupils to read out their 'fish' sentences from yesterday.

Draw a goat on the chalkboard and discuss what the pupils know about goats.

Ask pairs to think of two sentences about goats and share their ideas with the class.

Read the 'Rules for sentences'.

Ask the pairs to write three sentences about a goat in their exercise books.

Choose some pairs to write their sentences on the chalkboard.

10 minutes | Macmillan New Primary English 2

25 minutes | Macmillan New Primary English 2

10 minutes

## Introduction

## Main activity

## Plenary

### Whole class teaching

Read the passage in Macmillan New Primary English 2, page 35 to the pupils.

Hold up the key word flash cards and ask the pupils to read them.

Choose some pupils to explain the words or say them in a sentence.

### Whole class teaching

Remind the pupils that to change verbs into the past tense we can often add **ed**.

Explain that this happens with: 'walk', 'play', 'call', 'wash' and 'like'.

Write the verbs on the chalkboard.

Ask the pupils to look in Macmillan New Primary English 2, page 19.

Explain that some verbs change completely in the past tense.

### Pair task

Ask them to find the verbs 'slept', 'ran' and 'ate'.

Ask the pupils to read the sentences with the missing words.

Choose some pupils to read the sentences and include the missing words.

Tell the pupils to look at the sentences on the chalkboard.

Ask the pupils what the missing words should be.

Ask the pairs to write the sentences in their exercise books.

### Pair task

Ask pupils to share their completed sentences with a partner to check if they are correct.



# The bookshop

## Learning outcomes

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

Write a sentence with words they have learned this year.

Ask for items in a bookshop.

## Teaching aids

**Before the lesson:**

Have ready the revision word cards.

Find different types of books, old magazines and newspapers to set up a bookshop corner.

Make 'picture cards' to show the following:

The farmer digs in the soil.

A girl is at the market.

The boy is on a hill.

## Letters and sounds

**Whole class teaching**

Flash the revision word cards.

Give each group a picture card and tell them to discuss what is happening in the picture.

Ask them to think of a sentence about it.

Tell them to say and write their sentence together in their exercise books.

Ask someone from each group to come and write their sentence on the chalkboard.

Ask the pupils to check the sentences make sense and have correct spellings.

10  
minutes

## Introduction

### Whole class teaching

Talk about the different kinds of books you have brought in.

Explain that some books are information books and others are story books.

Tell them that story books are called **fiction** and all other books are called **non-fiction**.

Write some examples of non-fiction books on the chalkboard, eg: science, mathematics, history.

Ask the pupils to help you sort the books into fiction and non-fiction.

25  
minutes | Macmillan New  
Primary English 2

## Main activity

### Group task

Look at the picture in Macmillan New Primary English 2, page 35 with the class.

Tell the pupils they are going to role play going to a bookshop.

Tell them you are the bookseller.

Write, 'I want to buy' on the chalkboard and read it with them.

Tell them that when people go into a bookshop they greet the bookseller and say what they want to buy.

Tell them to discuss what each person in the group is going to say, eg: 'Good morning. I want to buy a book about history.', 'I want to buy a story book.' or 'I want to buy two pens.'

Tell the pupils they also need to pay for the books.

Give them time to practise then ask each group to come to the bookshop.

10  
minutes

## Plenary

### Group task

Greet each group and ask each pupil what they want.

Give them the item they ask for and say, 'That will be \_\_\_ Naira.' (make up a price).

Pretend to take money, give change and say, 'Goodbye'.

Ask the other groups to watch each group and say what items they bought.

# Conversations in the bookshop

## Learning outcomes

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

Write a sentence with words they have learned this year.

Write a simple conversation.

## Teaching aids

### Before the lesson:

Have ready the revision word flash cards.

Write the following words on flash cards and draw a picture below each word to explain it: 'fish', 'cow', 'ship', 'car', 'hurt', 'dinner', 'moon', 'night', 'market'.

Have ready the book corner from yesterday.

## Letters and sounds

### Whole class teaching

Flash the revision word cards.

Gather the pupils into a circle and put the word and picture cards in the middle, face up.

Ask pupils to choose a card and say a sentence.

Ask the others if it makes sense.

Repeat until all the cards are used.

Give each group a card and ask them to write a sentence in their exercise books.

10  
minutes

Macmillan New  
Primary English 2

25  
minutes

10  
minutes

## Introduction

## Main activity

## Plenary

### Group task

Read the passage in Macmillan New Primary English 2, page 35.

Read and explain the questions.

Give each group a different question to discuss and answer in their exercise books.

### Group task

Ask the pupils to say some items they can buy in a bookshop.

Take on the role of a bookseller and choose a group to come and role play going to a bookshop.

Ask the class what people might say in a bookshop, eg: 'I like this book.', 'Have you read this book?', 'I am looking for a book about cars.'

Appoint a 'bookseller' for each group.

Ask the groups to practise their role play. Tell the 'buyers' to speak to each other as well as the 'bookseller'.

Let each group show their role play to the class.

### Individual task

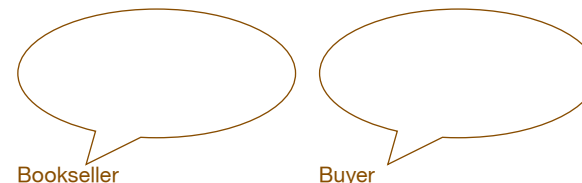
Tell the pupils to draw a bookshop in their exercise books.

Ask them to write the name of the items on the drawings.

Tell them to draw a bookseller and some buyers.

Show them how to draw speech bubbles next to the bookseller and a buyer (see below).

Ask the pupils to write what they are saying in the speech bubbles.



# Book covers

## Learning outcomes

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

Make a sentence with words learned this year.

Make a cover for a story book.

## Teaching aids

### Before the lesson:

Have ready the revision word flash cards.

Make 'Sentences in a bag'.

Have ready as many different books as you can with the title and author on the front cover.

Have ready the 'Why does the cat always chase the rat?' story from last week.

## Letters and sounds

### Whole class teaching

Quickly flash the revision word cards.

Read each word slowly and ask the pupils to write it in their exercise books.

Write 'queen crown the has got on a' on the chalkboard.

Ask the pupils to read the words.

Ask them if it makes sense.

Tell them to change the words so it makes sense, ie: 'The queen has got a crown on'.

Give each group a bag of cards and tell them to make a sentence with them.

Tell each group to read their sentence to the class and check they make sense.

10  
minutes

Macmillan New  
Primary English 2

25  
minutes

Story

10  
minutes

## Introduction

### Whole class teaching

Hold up a book for the class to see.

Explain the meaning of 'title' and 'author'.

Show the pupils where the title and author are written on the book.

Show the pupils other books and ask them to come and point to the authors and titles.

## Main activity

### Whole class teaching

Explain that there is often a picture on the cover of a book.

Tell the pupils that an interesting picture will make people want to read the book.

Tell them that often there is some writing on the back of a book which tells us about the book.

Read 'Why does the cat always chase the rat?' to the pupils.

### Individual task

Tell them they are going to draw a book cover for the story.

Ask them to discuss what kind of picture will make people want to read the story.

Remind them that they also need to write the title and the author.

Explain that because they helped to write the story they can write their own name as the author.

## Plenary

### Whole class teaching

Choose pupils from different groups to show their book covers and read their sentences.

Ask the other groups if the cover and sentence would make them want to read the book.



Week  
29  
The cat and the rat



## Letters/sounds

Revise sounds learned this year

'ar': car, far

'oi': boil, coin

'ou': out, shout

'ea': ear, meal

'sh': ship, shop

'ch': chop, chicken

'th': tooth, both

'qu': queen, quack

'ue': glue, blue

'er': sister, silver

'ng': sing, bang

'oo': food, root

## Words/phrases

Lion Emperor  
race  
river  
angry  
spent  
pushed  
climbed  
jumped

## 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.



# The cat and the rat

## Learning outcomes

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

Spell words with the sounds 'ar', 'oi', 'ou' and 'ea'.

Predict and write an ending for a story.

## Teaching aids

**Before the lesson:**

Have ready a set of alphabet cards and four blank cards for each pair.

Write the 'Why does the cat always chase the rat?' story on the chalkboard.

Write the key words on large flash cards.

## Letters and sounds

**Whole class teaching**

Write 'ar' in the middle square of a sound grid and say the sound.

Choose a pupil to write sounds in the other boxes to make a word.

Say the word with the pupils.

Ask them to say the word in a sentence.

Repeat with 'oi', 'ou' and 'ea'.

Ask each pair to write 'ar', 'oi', 'ou' and 'ea' on their blank cards.

Ask them to make a word for each sound.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Remind the pupils that they read the story 'Why does the cat always chase the rat?' two weeks ago.

Ask them what they remember about the story.

Read the story again.

Choose some pupils to role play the story.

## Main activity

### Group task

Explain to the pupils that they are going to write a different ending to the story.

Ask the groups to discuss a new ending for the story, eg: The cat was saved by another animal in the race and went to the party. The cat told the Emperor. The cat caught the rat.

Ask the pupils to choose one idea and draw a picture in their exercise books to explain it.

Tell them to write, 'The cat and the rat' above their drawing.

Ask them to try to write some sentences to explain their picture, eg: 'The cat climbed on to the riverside. He went to tell the Lion Emperor.'

## Plenary

### Whole class teaching

Choose some pupils from each group to hold up their pictures and say what they think will happen next in the story.

Encourage the other groups to say if they think these things could happen and if not, to say why.

# Comprehension

## Learning outcomes

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

Spell words with the sounds 'sh', 'ch' and 'th'.

Read a story and answer questions.

## Teaching aids

**Before the lesson:**

Have ready a set of alphabet cards and three blank cards for each pair.

Make two sets of key word flash cards for each group.

Choose a new ending to 'Why does the cat always chase the rat?'. Write it on the chalkboard and leave it there all week.

## Letters and sounds

**Whole class teaching**

Draw a sound grid on the chalkboard, write 'sh' in the first box and say the sound.

Choose a pupil to write two sounds after it to make a word.

Check that it makes sense and ask the pupils to put the word in a sentence.

Repeat this process with 'ch' and 'th'.

Ask each pair to write 'sh', 'ch' and 'th' on their blank cards.

Ask them to use their letters and cards to make a word for each sound and write the words in their exercise books.

10 minutes | Game

## Introduction

### Group task

Hold up the key word flash cards and ask the pupils to read them.

Choose some pupils to explain the words or say them in a sentence.

Shuffle the two sets of key words flash cards together and place them face down in front of each group.

Tell the groups to play the card matching game they have played in previous weeks.

25 minutes | Story

## Main activity

### Pair task

Read the 'Why does the cat always chase the rat?'

Copy the questions opposite on to the chalkboard.

Hold up the key word flash cards and ask the pupils to point to them in the story.

Read the first question on the chalkboard and tell pairs to discuss the answer.

Choose a pair to say the answer and ask the others if they are correct.

Repeat with the other questions.

10 minutes | Story

## Plenary

### Whole class teaching

Read 'Why does the cat always chase the rat?' to the class, this time with the new ending.

## Questions

Why do you think the rat pushed the cat into the water?  
Why were all the animals gathered together?  
Why did all the animals jump in the river?  
Who helped the cat and rat to cross the river?  
Why do you think the ox helped the cat and the rat?

# Retell a story

## Learning outcomes

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

Spell words with 'qu' and 'ue'.

Retell a story using pictures.

## Teaching aids

### Before the lesson:

Read the 'qu' and 'ue' words.

Have ready a set of key word flash cards.

Write the words listed opposite on the chalkboard.

## Letters and sounds

### Whole class teaching

Choose some pupils to write 'farm', 'boil', 'shout' and 'seat' on the chalkboard.

Ask how many sounds these words have (3).

Spell 'queen' with the class.

Sound it out and write and count the sounds, ie: 'qu-ee-n' (3).

Ask the pupils to write the word in their exercise books.

Repeat with the other 'qu' and 'ue' words.

Ask the pupils to try to write 'quick' and 'true' by themselves.

10  
minutes

## Introduction

### Whole class teaching

Write the word 'a' on the chalkboard.

Explain that if a word begins with a vowel (a, e, i, o, u) we write 'an' instead of 'a' in front of it.

Write the vowels on the chalkboard.

Tell the pupils to look at the 'A or an words' on the chalkboard and decide which are 'a' words and which are 'an' words.

25  
minutes

Story

## Main activity

### Whole class teaching

Ask if anyone can remember what happened in the story about the cat and the rat.

Show each key word flash card and choose pupils to read them.

Read the story again.

Ask the pupils to discuss what happened at the beginning of the story.

Ask them what happened in the middle of the story.

Ask them what happened at the end.

Ask them to draw three pictures in their exercise books to explain each part of the story.

10  
minutes

## Plenary

### Group task

Tell the pupils to close their textbooks.

Ask each group to retell the story using their pictures.

Ask the others to listen carefully and say if they tell it correctly. Ask them to say if they miss any parts out.

Repeat until all the groups have had a turn.

### A or an words

apple	egg
goat	tree
ball	elephant
orange	car

# Role play a story

## Learning outcomes

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

Spell words with 'er' and 'oo'.

Make up speech for a character in a story.

## Teaching aids

**Before the lesson:**

Read the list of 'er' and 'oo' words.

Draw some speech bubbles on the chalkboard.

## Letters and sounds

**Whole class teaching**

Ask the pupils to write 'farm', 'boil', 'shout', 'seat', 'queen', 'quick', 'blue' and 'true' in their exercise books.

Remind them to sound the words out first.

Write the words on the chalkboard and ask the pupils to check their spelling.

Sound out 'sister' and count and write the sounds, ie: 's-i-s-t-er' (5).

Ask the pupils to write it with you in their exercise books.

Ask them to try to write 'river' and 'pool' by themselves.

Choose a pupil to write the words on the chalkboard and check their spelling.

10  
minutes

## Introduction

### Whole class teaching

Write 'The rat likes to eat a banana.' on the chalkboard.

Ask the pupils to read it with you.

Write 'yam', 'orange', 'egg', 'carrot' and 'apple' and ask them to read the words with you.

Write 'The rat likes to eat \_\_\_\_.' and ask them to say one of the foods.

Remind them to say 'an' if the food begins with a vowel.

25  
minutes

## Main activity

### Pair task

Ask the pupils to write five sentences beginning, 'The rat likes to eat \_\_\_\_', putting in a different food each time.

Choose some pairs to read the completed sentences and ask the others to say if they are correct.

### Group task

Remind the pupils that they have written a new ending for the story 'Why does the cat always chase the rat?'

Read the story again.

Ask them to think about what the cat might say to the rat.

Write their ideas on the chalkboard in the speech bubbles.

Ask them to discuss what the rat might reply.

Write their ideas in the speech bubbles.

10  
minutes

## Plenary

### Pair task

Tell the pupils to take turns to be the rat and the cat and to read what they say to each other.



# Writing a story

## Learning outcomes

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

Spell words by sounding them out.

Write a retelling of a simple story.

## Teaching aids

### Before the lesson:

Read the 'ng' words.

Have ready the speech bubbles on the chalkboard from yesterday.

Have ready the sets of key word flash cards for each group.

## Letters and sounds

### Whole class teaching

Ask the pupils to sound out 'sing', ie: 's-i-ng'.

Count the sounds and write each sound as you say it.

Repeat with the other 'ng' words.

Read these words slowly as the pupils write them in their exercise books: 'farm, boil, shout, heat, shop, chin, this, queen, blue, sister, bang, moon'.

Tell them not to worry if they make mistakes.

Write the words on the chalkboard and tell them to check their spellings.

10  
minutes

## Introduction

### Whole class teaching

Remind the class that they have been working with the story of 'Why does the cat always chase the rat?'

Ask them what they have been doing with the story (they have changed the ending, written speech for the characters and answered questions about the story).

25  
minutes

## Main activity

### Pair task

Show the pupils the speech bubbles from yesterday.

Choose some pupils to read the speech bubbles.

Tell the class that they are going to write the story.

Remind them that stories have a beginning, a middle and an end.

Tell the pupils to talk about the story in pairs.

Explain that it is a good idea to talk about what they are going to write.

10  
minutes

## Plenary

### Whole class teaching

Choose pupils from each group to read their stories to the class.

Ask the other groups to say what they like about the stories.

Ask them to say if they have missed anything out.



Week  
30  
Holiday in the city



## Letters/sounds

### Revision sounds

**'oy':** boy, toy, joy, enjoy  
**'air':** hair, pair, chair, fair  
**'igh':** night, sight, right, fight  
**'ur':** fur, burn, turn, curl  
**'ear':** near, fear, clear, hear

## Words/phrases

holidays  
village  
uncle  
excited  
overhead bridge  
university  
flowers  
zoo  
elephants  
lions  
giraffes  
monkeys

## 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 3  
Assessment for  
learning**

**Week 30  
Holiday in the city  
Day 1**

# Animals at the zoo

## Learning outcomes

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

Spell words with 'air' and 'oy'.

Write sentences about animals.

## Teaching aids

### Before the lesson:

Look at Macmillan New Primary English 2, page 33.

Read 'Holiday with an uncle' and copy it on to the chalkboard.

Write the key words on large flash cards.

Draw a lion, giraffe, elephant and monkey on the chalkboard.

## Letters and sounds

### Whole class teaching

Ask the pupils to sound out 'hair', ie: 'h-air' and choose someone to write it on the chalkboard.

Ask the pupils to write the 'air' words in their exercise books, then the 'oy' words.

Ask them to look at the picture in Macmillan New Primary English 2, page 33.

Tell the groups to discuss and write down all the things they can see in it.

Ask each group to read their words.

Write them on the chalkboard.

Ask the pupils to check the spelling carefully.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Read 'Holiday with an uncle' to the class.

Hold up each key word, explain its meaning and tell the pupils to read it with you.

Say some of the key words and choose pupils to come and touch them in the story.

Read the story again.

Ask the pupils questions to make sure they have understood it.

## Main activity

### Whole class teaching

Point to your animal drawings on the chalkboard.

Ask if anyone can say the animal names and write them next to the drawings.

Ask if anyone has ever seen a lion.

Ask the pupils to help you describe what a lion looks like in their local language, what it eats and the noise it makes.

Write some English words next to the lion, eg: 'big', 'mane', 'brown', 'meat', 'roars'.

Repeat this activity with the other animals.

### Group task

Ask each group to role play one of the animals.

Tell them to move, look for food and make a noise like the animal.

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

Ask each group to draw their animal in their exercise books.

Ask them to write the name of the animal underneath.

Tell them to use some of the words on the chalkboard to write a sentence about the animal. eg: 'A giraffe has a long neck. It eats leaves.'

## Plenary

### Whole class teaching

Ask different pupils to read their sentences to the rest of the class.

# Comprehension

## Learning outcomes

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

Spell words with 'igh' and 'ur'.

Answer questions about a story.

## Teaching aids

### Before the lesson:

Look at Macmillan New Primary English 2, page 33.

Make two sets of key word flash cards for each group.

Write the 'Holiday story' questions opposite on a large piece of card.

## Letters and sounds

### Whole class teaching

Say 'night' and ask the pupils to sound it out, 'n-igh-t'.

Choose someone to try to write it on the chalkboard.

Ask the pupils to write the 'igh' words in their exercise books.

Repeat with the 'ur' words.

Ask them to say sentences about the picture in Macmillan New Primary English 2, page 33, eg: 'The woman is cooking'.

In pairs, ask the pupils to write their own sentences.

Remind them to look at the 'Rules for sentences'.



10 minutes | Game

## Introduction

### Group task

Hold up the key word flash cards and ask the pupils to read them.

Choose some pupils to explain the words or say them in a sentence.

Shuffle each set of key word flash cards and place two sets face down in front of each group.

Tell the groups to play the card matching game they played last week.

25 minutes | Story

## Main activity

### Whole class teaching

Read 'Holiday with an uncle' to the class.

Discuss with the pupils how a village is different from a town.

Ask them to say three things that are in a town.

Read the story again.

Read and explain the 'Holiday story' questions.

10 minutes

## Plenary

### Whole class teaching

Choose pupils from each group to read their answers and ask the other groups to say if they are correct.

### Group task

Divide the class into eight groups.

Give each group a question.

Ask them to discuss the answer and write it in their exercise books.

Swap the questions around so that each group answers about three questions.

## Holiday story questions

Where do Zakari and Jamela live?

Where did they go in the school holidays?

What did they see in the big town?

Where did they go the next day?

What did they do by the lake?

What is a zoo?

What did they see in the zoo?

Lesson  
title

15  
minutes

Revision

Macmillan New  
Primary English 2

**Literacy  
lesson plans  
Primary 2**

**Term 3  
Assessment for  
learning**

**Week 30  
Holiday in the city  
Day 3**

# Playscript

## Learning outcomes

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

Spell words with 'ear'.

Write a simple playscript.

## Teaching aids

**Before the lesson:**

Remind yourself how to write playscripts.

Look at Macmillan New Primary English 2, page 33.

## Letters and sounds

**Whole class teaching**

Say 'near' and ask pupils to sound it out, 'n-ear'.

Ask the pupils to write the 'ear' words in their exercise books.

Ask the pupils to look at the picture in Macmillan New Primary English 2, page 33 and write down all the colours they can see.

Ask pupils to read their ideas out.

Write them on the chalkboard and tell the pupils to check the spelling.

Ask pupils to say a sentence using a colour word.

10  
minutes

## Introduction

### Whole class teaching

Draw a lion on the chalkboard and ask the class to help you write 'Here is a lion.'

Draw two lions on the chalkboard and ask the pupils what we need to do to make a word mean more than one, ie: add an 's'.

Ask the pupils to help you write 'Here are two lions.'

25  
minutes

Story

## Main activity

### Whole class teaching

Write 'giraffe', 'elephant' and 'monkey' on the chalkboard and ask the pupils to read the words with you.

Write, 'Here are two \_\_\_\_.'

Tell the pupils to draw two giraffes in their exercise books and copy and complete the sentence.

Remind them to add an 's' to make a word mean more than one.

Tell the pupils to draw two elephants and two monkeys and write sentences for them in the same way.

### Pair task

Tell the pupils they are going to help you write a playscript about 'Holiday with an uncle'.

Read the story to them again.

Ask them what Zakari and Jamela might say when they arrive in the big town, eg: 'I am tired.', 'There are a lot of shops.'

Ask them to role play Zakari and Jamela talking.

Choose pairs to show the class their role play.

Write some of their speech on the chalkboard as a playscript with the names at the side.

10  
minutes

## Plenary

### Whole class teaching

Read the part of the story about the zoo.

Write 'elephant' on the chalkboard and choose some pupils to describe it.

Ask the pupils to role play what Zakari and Jamela say when they see the elephant.

# A thank you letter

## Learning outcomes

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

Write some sentences with correct spelling and punctuation.

Write a thank you letter.

## Teaching aids

**Before the lesson:**

Have ready the key words on large flash cards.

Look at Macmillan New Primary English 2, page 33.

## Letters and sounds

**Whole class teaching**

Ask the pupils to look at the picture in Macmillan New Primary English 2, page 33.

Discuss all the things they can see and what they think is happening.

Ask them to try to write three sentences about the picture.

Remind them of the rules for sentences.

Tell the pupils to sound out the words quietly and carefully as they write them.

Read some of the sentences to the class.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Read 'Holidays with an uncle' to the class.

Choose some pupils to help you retell the story.

Shuffle the key word flash cards and ask a pupil to come and take one.

Ask them to read it and show it to the class.

Choose another pupil to try to say the word in a sentence.

Repeat, choosing different pupils until all the key words have been used.

## Main activity

### Individual task

Ask if anyone can remember how to write a letter.

Tell them they are going to pretend to be Zakari or Jamela and write a letter to the uncle.

On the chalkboard, write: 'Onilu Village, Lagos State'.

Ask the pupils to copy it carefully in their exercise books on the top right-hand side.

Show them how to write the date underneath and 'Dear Uncle' on the left-hand side.

Ask them to discuss what they should write about the drive in the uncle's car.

## Plenary

### Whole class teaching

Choose pupils from different groups to read their letters to the class.

Ask the other groups to say what they like about the letters and anything they have missed out.

Tell them they will continue their letters and write about the zoo tomorrow.

Lesson  
title

15  
minutes

Revision

**Literacy  
lesson plans  
Primary 2**

**Term 3  
Assessment for  
learning**

**Week 30  
Holiday in the city  
Day 5**

# A thank you letter

## Learning outcomes

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

Spell words with some of the sounds they have learned this term.

Write a thank you letter.

## Teaching aids

**Before the lesson:**

Read 'On the farm'.

Ensure 'Holiday with an uncle' is still on the chalkboard.

## Letters and sounds

**Whole class teaching**

Tell the pupils you want to see how well they are doing.

You are going to say some sentences for them to write.

Tell them to think carefully about spelling.

Remind them to sound out the words quietly if they need to.

Tell them to leave spaces between words.

Encourage them to do their best and not to worry.

Dictate 'On the farm' and ask the pupils to write it in their exercise books.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Group task

Read 'Holiday with an uncle' to the class.

Ask each group to role play a different animal.

Ask them to discuss some words to describe their animal: how it looks, how it moves, what it eats and the noise it makes.

Ask the group who discussed the lion to say some of their words.

Write 'lion' on the chalkboard and write the words underneath it.

Repeat with the other animals.

## Main activity

### Group task

Remind the pupils that they are writing a thank you letter.

Write 'I liked \_\_\_\_.' on the chalkboard and read it with them.

Ask each group to discuss what Zakari and Jamela liked about the university and the zoo.

Ask the groups to share their ideas and write some of them on the chalkboard.

### Individual task

Tell the pupils to find their letter from yesterday in their exercise books.

Choose some pupils to read what they have written so far.

Ask them to write some sentences about the university and the zoo.

Write 'Best wishes from' on the chalkboard and tell the pupils to write this at the end of their letter.

Tell them to write Zakari or Jamela under this.

## Plenary

### Whole class teaching

Choose a pupil from each group to read their letter to the class.

If there is time, let the pupils draw some of the things that Zakari and Jamela saw on their holiday under their letters.

## Credits

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

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

## Special thanks go to:

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

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The UK's Department for International Development (DFID) and the DFID-funded ESSPIN programme for their input, focus, guidance and constructive criticism throughout the development of the plans.

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



