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**Literacy
lesson plans**
Primary 2

Term 2
Involving pupils
in their learning

Weeks
11—15

Type of lesson plans/
Grade

Term/
Learning theme

Literacy lesson plans

Primary 2 Term 2

Involving pupils in their learning

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



Introduction

Teacher training remains a key element in improving schools and increasing learning outcomes. Where teachers are not supported, there may be high rates of teacher absenteeism, pupil drop out and apathy from parents. Jigawa State Ministry of Education, Science and Technology and the State Universal Basic Education Board (SUBEB) are working with the UK Department for International Development (DFID) and Education Sector Support Programme in Nigeria (ESSPIN) to increase the capacity of teachers and school heads to be effective and accountable.

Following the 2010 Teacher Development Needs Assessment, we collectively embarked on a series of reforms to strengthen teacher quality and school leadership. This work has focused on how to make teaching child-centred, and the organisational structures needed to improve service delivery.

These lesson plans are not designed to replace professional teachers' preparations. They address gaps in linking theory and practice and focus on improving pupils' literacy and numeracy through a step-by-step guide for teachers, while ensuring children that become active learners. Alongside the plans, new structures and processes ensure that teachers are continuously supported by both the State School Improvement Team (SSIT) and the LGEA-based school support officers (SSOs).

I am confident that with correct implementation and targeted support, these lesson plans will raise standards and improve the quality of teaching and learning outcomes.

The Ministry of Education, Science and Technology appreciates all those who have worked hard to produce these lesson plans and train our teachers to use them. Specifically, I offer thanks to DFID for its ongoing support through the ESSPIN programme.

Professor Haruna Wakili
Honourable Commissioner,
Ministry of Education,
Science and Technology,
Jigawa State

Literacy
lesson plans
Primary 2

Term 2
Involving pupils
in their learning

Weeks
11—15

Introduction

▶ Involving pupils in
their learning

Involving pupils in their learning

Learning is a process that happens inside pupils' brains, not inside yours. All you can do is create a good environment for learning, a safe place for making mistakes and plenty of encouragement.

Things that are created by the learners themselves are usually 10 times more memorable and meaningful than anything created by the teacher.

How children learn

These lesson plans will provide you with a variety of techniques to make learning faster, fun and more effective for pupils. The plans use activities which reflect the way in which pupils naturally learn and attempt to bring the joy back into learning for them.

Every individual in your class responds to activities differently and learns their own way, but generally...

Children learn best when they:

Have objects to see and hold.

Take part in the lesson.

Can talk to each other to share ideas and learning.

Practise what they have learned individually, in pairs and in groups.

Are given activities that challenge them and make them think.

Are given encouragement and praise.

Realise that making mistakes is an important part of the learning process.

This set of lesson plans contains lots of activities to encourage learning through different methods.

Literacy
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Introduction

▶ Stories, songs, rhymes
and games for the term

Sound story: ea

Bahar likes to eat meat on a seat in the heat. She cannot speak with meat in her mouth. She drinks some tea. Now she can speak. 'I like to eat meat', she says.

My head, my shoulders

My head /
My shoulders /
My knees /
My toes /
(repeat three times)
All belong to me.

One, two, three, four, five

One, two, three, four, five /
Once I caught a fish alive /
Six, seven, eight, nine, 10 /
Then I threw it back again.

Look at you

I look, I look, I look at you /
You look, you look, you
look at me /
I go, I go, I go to school /
You read, you read,
you read your book /
I cook, I cook, I cook
my food /
I sit, I sit, I sit on the stool.

Days of the week

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

Clapping

Clap out, clap in /
clap right, clap left /
clap up, clap round.

Eight o'clock

Eight o'clock boys and girls /
Eight o'clock is the hour
of the school /
Eight o'clock in the morning.

Early in the morning

This is the way I brush my
teeth, brush my teeth, brush
my teeth /
This is the way I brush my
teeth, early in the morning /
This is the way I sweep the
floor, sweep the floor, sweep
the floor /
This is the way I sweep the
floor, early in the morning.

**Literacy
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Giant in the ocean

At the bottom of the sea so
blue and green (crouch down
and touch the floor) /
Is the biggest, fattest whale
you have ever seen (stretch
up, stretch out) /
He opens wide his mouth
from nose to chin (open arms
like a big mouth, point to
nose, point to chin) /
And all the little silver fish
swim right in (wiggle fingers).

Fingers

Here is one little finger and it
goes ‘tap’ on Monday /
Here are two little fingers
and they go ‘tap, tap’ on
Tuesday /
Here are three little fingers
and they go ‘tap, tap, tap’ on
Wednesday /
(continue through the week,
increasing by one tap each
day)
Here are five little fingers,
resting on Saturday and
Sunday.

The greedy tortoise

One beautiful morning
a tortoise went walking.

At 8 o’clock, the tortoise felt
very hungry.

At 9 o’clock he saw some
lovely yams in a field.

At 10 o’clock he was eating
the delicious yams.

At 11 o’clock the farmer saw
the tortoise eating his yams.

At 12 o’clock some women
saw the farmer chasing
the tortoise. They all clapped
and cheered.

Game

Simon says

Tell the pupils that if you say 'Simon says' they should obey you.

Tell them that if you don't say 'Simon says' they should not obey you and will be out of the game if they do.

Say, 'Simon says, put your hands on your head'.

If the pupils do not put their hands on their head, they are out of the game.

Say 'stand on one foot'. The pupils who stand on one foot are out of the game.

Repeat until only one pupil is still in the game. She is the winner.

Game

Guess the word

Ask one pupil to wait outside the classroom while the others stand in a circle.

Point to one of the words on the chalkboard and check that all the pupils know its meaning and can do an action to demonstrate the word.

Ask the pupil to come back in and stand in the middle of the circle.

Don't tell them what the word is.

The other pupils should mime the word.

The pupil in the middle has to guess the word and point to it on the chalkboard.

Repeat until three or four pupils have had a turn.

Game

Colours

'Red' means 'stop' and the pupils must freeze.

'Green' means 'go' and the pupils must walk round the room.

'Amber' means 'walk on the spot' and the pupils must walk on the spot.

Say the three colours randomly and ask the pupils to do the correct movement when they hear each colour.

Repeat three or four times.

Week 11 Time

Unit 10 Writing

Learn this: When you write to thank someone (such as a friend or family member) because of what you or your family know the person well or they are a person in your community, you can write a formal thank-you letter. If you know well, you can write an informal thank-you note.

Exercise 1

Why are these two letters different? Which one is a formal letter? Write down the differences.

Letter 1
Dear Mr. and Mrs. Smith,
I am writing to thank you for the wonderful dinner you gave me last night. The food was delicious and the service was excellent. I really enjoyed it and I will be back soon. Thank you very much for your hospitality. I hope you had a good time. Sincerely,
John Doe

Letter 2
Hi Mom,
I just wanted to say thank you for the new dress you bought me. It's so nice and I love it. I'll wear it to school tomorrow. Love,
Jane

Letter 3
Dear Mr. Smith,
I have been to your store many times and I have always enjoyed shopping there. The staff is very helpful and the prices are very reasonable. I will be back soon. Thank you very much for your service. Sincerely,
John Doe

Revision sounds

'qu'
quick
queen
quiet

'ea'
tea
eat
speak
heat
seat
meat

Words/phrases

I sweep the floor
I go to bed
I brush my teeth
I eat lunch
I go to school
I go to sleep
in the morning
in the afternoon
in the evening
at night
o'clock
half past
minutes
long hand
short hand
clock
cow
milk
river
drink
female
male

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

Rhyme

ea

Literacy
lesson plans
Primary 2

Term 2
Involving pupils
in their learning

Week 11
Time
Day 1

Everyday activities

Learning outcomes

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

Say the sound that the letter blend 'ea' makes.

Use 'morning', 'afternoon', 'evening' and 'night' in sentences.

Teaching aids

Before the lesson:

Write the list of 'ea' words on the chalkboard and draw a picture.

Read the 'Clapping' rhyme, 'The days of the week' and 'Early in the morning'.

Make a set of flash cards containing the phrases 'in the morning', 'in the afternoon', 'in the evening' and 'in the night' for each group.

Letters and sounds

Whole class teaching

Flash the 'qu' revision words, saying them with the pupils.

Ask the pupils to stand in a circle.

Say the 'Clapping' rhyme and ask the pupils to watch, listen and join in.

Read the words on the chalkboard.

Ask the class if they notice a pattern of letters that appears in each word ('ea').

Choose someone to underline these letters on the chalkboard.

Explain that the letters make the sound 'ea', as in eat.

Sound out the words carefully and ask the pupils to join in.

In pairs, tell the pupils to take it in turns to say an 'ea' word for their partner to write.

10 minutes | Rhyme

Introduction

Whole class teaching

Ask the pupils to say 'The days of the week' rhyme.

Ask them if they can tell you the words for different times of the day, eg: morning, afternoon, evening, night.

Show and read the flash cards with the words written on them and ask four pupils to hold them up so everyone can see them.

25 minutes

Main activity

Individual task

Hold up one of the flash cards, ask the class to help you read it, and tell the pupils to draw one thing that happens at that time.

Ask different pupils to say what they have drawn, using the phrase, 'In the morning, I ___' or 'In the evening, I ___'.

Ask pupils to copy the words on the card underneath their picture and finish the sentence in their own words.

Repeat the activity for each time of the day.

Ask two or three pupils to read out their sentence.

10 minutes | Song

Plenary

Whole class teaching

Ask some pupils to mime what they do in the morning, afternoon and evening while other pupils guess what they are doing.

Sing 'Early in the morning' with the pupils, doing the actions together.

Times of the day

Learning outcomes

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

Recognise 'ea' letter blends inside words.

Read simple sentences about times of the day.

Teaching aids

Before the lesson:

Write the list of 'ea' words on the chalkboard.

Read the instructions for 'Simon says'.

Have ready the times of the day flash cards from Day 1 and prepare action cards for each group:
'I sweep the floor'; 'I go to bed';
'I brush my teeth'; 'I go to school';
'I go to sleep'; 'I wash the plates'.

Letters and sounds

Whole class teaching

Flash the 'qu' revision cards. Ask pupils to do a mime for each word.

Read the 'ea' words. Say each sound carefully, eg: 't-ea', 's-p-ea-k', and ask the pupils to join in.

Play 'Simon says' using 'ea' words, eg: touch your ear, sit on your seat, read a book, speak to your friend, drink some tea.

Ask the pupils to choose three nouns from the table in Macmillan New Primary English 2, page 10, and write them in their exercise book, then draw a picture of the word underneath.

Tell them to read the words and show the pictures to their partner.

10
minutes

Rhyme

Song

Introduction

Whole class teaching

Say the 'Fingers' rhyme together.

Sing 'Early in the morning'.

25
minutes

Main activity

Whole class teaching

Show the pupils the flash cards with times of the day written on them, eg: in the morning.

Hold one up and ask if anyone can read it out.

Ask them to say what they do at that time of day.

Show them another flash card and ask them the same question.

Continue until they have seen the words for each time of the day.

Group task

Give each group a set of action flash cards.

Ask them to read the flash cards in their groups.

Tell them to match the time of the day with the activity, eg: 'I go to bed' + 'in the evening' or 'in the afternoon' + 'I eat lunch'.

Ask them to try and read the sentences to each other.

10
minutes

Song

Plenary

Whole class teaching

Sing 'Early in the morning'.

Lesson
title

15
minutes

Story

Game

ea

Literacy
lesson plans
Primary 2

Term 2
Involving pupils
in their learning

Week 11
Time
Day 3

Telling the time

Learning outcomes

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

Read words containing the letter blend 'ea'.

Tell the time using o'clock and half past.

Teaching aids

Before the lesson:

Write the 'ea' words and story on the chalkboard.

Read the instructions for the 'Guess the word' game.

Make a dummy clock with moveable hands.

Cut out cardboard circles and collect two short sticks for each pair of pupils.

Letters and sounds

Whole class teaching

Ask the pupils to tell you words that have the sound 'ea' in them.

Play 'Guess the word' with the 'ea' words.

Read the 'ea' story and explain it.

Tell the pupils to shout 'ea' when they hear words with this sound as you read the story again.

In pairs, tell them to role play the story.

Ask them to draw a picture to explain the story in their exercise books.

10
minutes

Introduction

Whole class teaching

Show the class the clock and ask them to tell you what it is used for.

Ask them to count up to 12 with you as you point to the numbers on the clock.

Tell them these are the names of the hours on the clock.

25
minutes

Main activity

Whole class teaching

With the aid of the clock, explain that when the long hand points to the 12 we say 'o'clock', eg: 'the time is 4 o'clock'.

Move the little hand and ask, 'What time is it?'

Tell them to reply with a sentence, eg: 'It is __ o'clock'.

Repeat with the rest of the numbers.

Move the big hand to the 6 and explain that when the long hand points to the 6 we say 'half past', eg: 'the time is half past 4'.

Make times showing half past and ask, 'What time is it?'
The pupils should reply, eg: 'It is half past 7'.

Ask if anyone can come out and make 4 o'clock, 7 o'clock, 5 o'clock, half past 3 and half past 6.

Pair task

Give each pair a large round circle and two sticks to use as clock hands.

Show the clock you made to the pupils and ask them to write the numbers carefully in the correct positions.

Tell them to make times on the clocks and ask their partner, 'What time is it?'
The partner should reply with a sentence, 'It is __'. Swap roles after five questions.

10
minutes

Plenary

Pair task

Ask the pupils to give each other different times to make on their clocks.

Adamu and his cows

Learning outcomes

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

Read and spell words containing the letter blend 'ea'.

Ask and answer questions about time in English.

Teaching aids

Before the lesson:

Have ready the 'ea' story.

Write the following on the chalkboard: 'b _ n', 't _ ch', 'sp _ k', 'r _ d', 's _ t', 't _', 'n _ r', 'd _ r', 'l _ d', 'b _ t'

Have ready the dummy clock from yesterday.

Read Macmillan New Primary English 2, page 27.

Letters and sounds

Whole class teaching

Read the 'ea' story and choose a pupil to role play it with you.

Ask if anyone can come and write some of the 'ea' words from the story on the chalkboard.

Ask the pupils to look at the words with missing letters on the chalkboard.

Choose pupils to fill the gaps with 'ea'.

Say the words with the pupils, pronouncing each sound carefully.

Read the words with them.

Ask the pupils to choose one of the words and write a sentence and draw a picture about them in their exercise books.

Show their pictures to the class and read the sentence.

10 minutes | Game

Introduction

Whole class teaching

Arrange the pupils in a circle and play 'Ask your neighbour'.

Tell one pupil to hold the clock and put the hands into the position of o'clock and ask the next pupil 'What time is it?'

The pupil should look at the clock and reply, 'It is o'clock'.

The second pupil should take the clock and ask the question to the third pupil, showing a different time.

If you have more than one clock, arrange the pupils to play the game in smaller groups.

25 minutes | Macmillan New Primary English 2

Main activity

Whole class teaching

Read and explain the story in Macmillan New Primary English 2, page 27.

Ask the pupils to look at the picture in Macmillan New Primary English 2, page 27.

Tell every pupil to make up one sentence about it, using a time at the end of the sentence, eg:

'Adamu goes to see his cows at 7 o'clock.'

'The cows feed at 8 o'clock.'

Ask them to tell their sentence to the person sitting next to them.

Choose pupils to say their sentences and you write them on the chalkboard.

10 minutes | Macmillan New Primary English 2

Plenary

Whole class teaching

Choose pupils to role play the story in Macmillan New Primary English 2, page 27 as you read it to the class.

The greedy tortoise

Learning outcomes

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

Read and write words containing the letter blend 'ea'.

Sequence times and be able to say something that happens at each time during the day.

Teaching aids

Before the lesson:

Make sentence flash cards:

'The man is on the seat.'

'The man is drinking tea.'

'The woman eats a bean.'

'The man beats an egg.'

'The woman is in the sea.'

Make 'ea' word flash cards.

Read 'The greedy tortoise' story and find a picture of a tortoise.

Have ready dummy clocks.

Letters and sounds

Whole class teaching

Flash the cards containing the 'ea' words.

Say the words with the pupils, sounding them out carefully.

Hold up the 'ea' sentence flash cards.

Ask the pupils to help you read the sentences.

Give each group a sentence card and ask them to draw a picture to go with it.

Ask pupils to read their sentences and show their pictures to each other, and choose one or two pupils to read them to the class.

Ask the pupils to write an 'ea' sentence in their exercise books.

10
minutes

Story

25
minutes

10
minutes

Introduction

Main activity

Plenary

Whole class teaching

Tell the story 'The greedy tortoise'.

Whole class teaching

Ask the pupils what happened at each time in the story, eg:

'What happened at 8 o'clock?'

'What happened at 9 o'clock?'

Group task

Tell the pupils to pretend to be the characters involved in the story and act it out.

Ask them to have one person who holds the cardboard clock to show the time of each event to the rest of the class as the others in the group act it out.

Whole class teaching

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

After each performance, ask the pupils in the group to ask the others time questions, eg:

'What time did tortoise feel hungry?'

They should reply, eg:

'At 8 o'clock tortoise felt hungry.'



Week
12
Celebrations

Letters/sounds

Words/phrases

Assessment

'oo list 1'

book
took
look
cook
good
wood
foot

'oo list 2'

tool
pool
moon
spoon
food
root
hoof
school

he
she
they
it
we
I
ram
invitation
birthday
party
children
friends
family

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.

Different celebrations

Learning outcomes

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

Say the sound that 'oo' makes inside a word.

Ask and answer questions about celebrations.

Teaching aids

Before the lesson:

Have ready the 'ea' word flash cards.

Write list 1 'oo' words on the chalkboard and draw pictures to show their meaning.

Make some card money for different coins or notes, worth up to about 50 Naira each.

Draw or find pictures of different items used during celebrations.

Letters and sounds

Whole class teaching

Flash the 'ea' revision word flash cards. Ask the pupils to do the actions to explain each word.

Read the 'oo' words on the chalkboard and point to the pictures.

Tell the class that two 'o's together make one sound – 'oo' as in book.

Tell them to sound out and say each word, eg: 'b-oo-k'.

Ask them to underline the 'oo' sound in each word.

Tell them to say the 'oo' sound to a partner 10 times.

Ask the class to write 'oo' in their exercise books and draw pictures of words containing the 'oo' sound around it.

10
minutes

Introduction

Whole class teaching

Ask pupils to say the names of celebrations they have seen or been part of.

From their suggestions, write a list of different celebrations on the chalkboard, eg: naming ceremonies, weddings.

Show and talk about any pictures or objects you have from celebrations.

Give pupils 5 minutes to talk to a partner about a celebration they have been to (they can use their local language).

25
minutes

Main activity

Group task

Put the pupils into three groups and label each group A, B or C.

Tell each group that they have 50 Naira to spend.

Ask them to think of what they would buy with that amount for:

Group A – birthday celebrations

Group B – a naming ceremony

Group C – wedding celebrations

In turn, ask each group to role play shopping for their celebration items.

10
minutes

Plenary

Pair task

Tell the pupils to ask one another questions about celebrations, eg: 'What happens in a naming ceremony?'

Preparing for a celebration

Learning outcomes

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

Write words containing the sound 'oo'.

Read and discuss a story about a celebration.

Teaching aids

Before the lesson:

Write the list 1 'oo' words on the chalkboard and draw pictures to show the meaning of the words.

Read Macmillan New Primary English 2, page 47.

Draw a picture showing rams, cows, goats, people and food.

Bring in some cooking utensils.

Make flash cards containing the words: 'Chief Ekerin', 'Chief Ekerin's children', 'Mrs Abeke', 'Mr Ayo', 'Chief Ekerin's friends'.

Letters and sounds

Whole class teaching

Read the words from the list on the chalkboard, pronouncing each sound carefully, eg: b-oo-k = book, t-oo-k = took.

Ask the pupils to join in with you.

In pairs, tell them to say the words to each other and make up an action to explain their meaning.

Choose pairs to show their action and the rest of the class to guess the word.

Tell the class to write 'oo' words on the pictures they drew yesterday.

10
minutes

Introduction

Whole class teaching

Show the pupils your picture and objects.

Tell them to look closely, say what they can see in the picture and try to name the objects.

25
minutes

Macmillan New
Primary English 2

Main activity

Whole class teaching

Tell the pupils to open Macmillan New Primary English 2, page 47 and say what they can see in the main picture.

Read and explain the meaning of the key words:
birthday – the day of a person's birth
invitation – written or spoken form of invite

Read the story in Macmillan New Primary English 2, page 47, asking pupils to listen for the key words.

Choose pupils to explain the story to the rest of the class.

Group task

Give each group a flash card.

Ask the class the following questions about the people in the story:

Who is having a birthday party?

Who is planning the party?

Who wants to print the invitation?

Who is invited?

Who is Mr Ade's friend?

Ask each group to hold up the flash card with the name of the correct person for each question.

10
minutes

Macmillan New
Primary English 2

Plenary

Whole class teaching

Read the story again and ask the pupils to listen.

A birthday party

Learning outcomes

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

Recognise the different 'oo' sounds.

Use pronouns in sentences.

Teaching aids

Before the lesson:

Write the list 2 'oo' words on the chalkboard.

Write 'Food is cool on the moon.' on the chalkboard.

Read Macmillan New Primary English 2, page 47.

Have ready flash cards with the pronouns 'I', 'we', 'they', 'she', 'he' and 'it'.

Write the birthday party sentences from the lesson introduction on the chalkboard.

Letters and sounds

Whole class teaching

Read the words and say the sound 'oo' makes.

Explain that 'oo' in these words sounds like 'oo' as in boo.

Practise saying the new 'oo' sound.

Read the sentence 'Food is cool on the moon.' with the pupils.

Ask the pupils to read it as quickly as they can.

Repeat five times.

Ask them to copy the sentence.

Tell them to draw a picture to explain it.

10 minutes | Macmillan New Primary English 2

Introduction

Whole class teaching

Read the story in Macmillan New Primary English 2, page 47.

Read the following sentences about the story:

'Chief Ekerin is going to be 70 years old.'

'The children are planning a party.'

'Mrs Abeke wants to print invitations.'

'Mr Ayo has invited their father's friends.'

Ask the pupils to tell you the names of the people and underline them on the chalkboard.

25 minutes | Macmillan New Primary English 2

Main activity

Pair task

Show pupils the pronoun flash cards.

Explain that these words are used to replace nouns for people. 'I', 'he' or 'she' replace one person. 'We' and 'they' replace more than one person.

Give the pupils small pieces of card and ask them to write the words 'I', 'we', 'she', 'he' and 'they' on them.

Read out each sentence and tell pupils to hold up the card with the correct word to replace the person, eg: 'Chief Ekerin is going to be 70 years old.'

10 minutes | Macmillan New Primary English 2

Plenary

Whole class teaching

Read the story again and ask pupils to follow the words in their textbooks.

Lesson
title

15
minutes

Rhyme

oo

Literacy
lesson plans
Primary 2

Term 2
Involving pupils
in their learning

Week 12
Celebrations
Day 4

A birthday party

Learning outcomes

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

Read words that contain the letter blend 'oo'.

Read a simple passage.

Teaching aids

Before the lesson:

Write list 1 and 2 'oo' sounds on the chalkboard.

Write the following on the chalkboard: g _ _ d, c _ _ k, b _ _ k, l _ _ k, f _ _ d, m _ _ n, c _ _ l, h _ _ f, sch _ _ l, b _ _ t.

Have ready the pronoun flash cards.

Write the sentences in the main activity on the chalkboard.

Letters and sounds

Whole class teaching

Write 'oo' on the chalkboard.

Ask the pupils if they can remember the two sounds it makes.

Read the 'oo' words with the pupils.

Say the rhyme 'Look at you'.

In pairs, ask pupils to look at the words on the chalkboard and fill the gaps with the missing letters.

In pairs, ask them to write the words in their exercise books.

10
minutes

Macmillan New
Primary English 2

Introduction

Whole class teaching

Tell them to open Macmillan New Primary English 2, page 47.

Read and talk about the story and the picture.

25
minutes

Macmillan New
Primary English 2

Main activity

Whole class teaching

Flash the pronouns and explain that they are used to replace names of people.

Ask pupils if they can tell you a sentence with one of these words in them.

Tell them to get out the cards they made yesterday.

Read these sentences:
' _ is having a birthday party.'
' _ are planning the party.'
' _ will be invited.'
' _ will not come.'

As you read each sentence, tell pupils to hold up the pronoun card showing the missing word.

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

As they are doing this, listen to individual pupils read the passage in Macmillan New Primary English 2, page 47.

10
minutes

Plenary

Whole class teaching

Ask the class the name of the celebration they have been reading about.

Tell them to name some other celebrations.

Ask them to tell you about each celebration.

A birthday party

Learning outcomes

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

Read and spell words containing the letter blend 'oo'.

Answer simple questions.

Teaching aids

Before the lesson:

Draw the letter grid on the chalkboard and write the words by the side: 'moon', 'tool', 'foot', 'book', 'spoon', 'pool', 'look', 'food', 'school', 'cook'.

Write these sentences on flash cards: 'I go to school.'; 'I can see the man.'; 'I read a book.'; 'I am good.'; 'I swim in a pool.'; 'I go to school.'; 'The moon is in the sky.'

Read Macmillan New Primary English 2, page 47.

Letters and sounds

Whole class teaching

Write 'oo' on the chalkboard and ask the class to say the two sounds with you.

Read the 'oo' words with the pupils.

Tell them to look at the grid and see if they can find any 'oo' words there.

Choose pupils to come and circle the words in the grid.

Give each pair a sentence flash card.

Ask them to copy the sentence and draw a picture to explain it in their exercise books.

Ask each pair to read their sentence to the class.

s	c	h	o	o	l	f
c	f	x	s	p	o	o
o	o	x	p	o	o	o
o	o	b	o	o	k	d
k	t	o	o	l	x	x
m	o	o	n	x	x	x

10
minutes

Song

25
minutes

Macmillan New
Primary English 2

10
minutes

Introduction

Whole class teaching

Ask the pupils to sing the happy birthday song.

Ask them when they would sing it to people.

Main activity

Group task

Ask the pupils to open Macmillan New Primary English 2, page 47 and look at the picture.

Discuss the picture and ask them what they know about birthdays.

Ask the pupils to tell you some words that they know about birthdays.

Make a list of their words on the chalkboard.

Read the story in the textbook and ask them to listen for any of the words they have said.

Ask them to raise their hands in the air when they hear one of the words.

Read the story again.

Tell them to look at the questions in Macmillan New Primary English 2, page 47 as you read them.

After each question, ask them to say the answer.

Tell them to write the answers in their exercise books.

As they do this, go round and listen to individuals reading the passage.

Plenary

Whole class teaching

Choose three pupils to read out their sentences to the rest of the class.



Week
13
Planting seeds

Letters/sounds

'igh'
high
night
right
flight
light
fight
tight
bright
sight
height

Words/phrases

yesterday
planted
watered
seed
picked
sold
fruit
worked
grew
plants
needed
water
light
soil
played
swept

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.

Seeds

Learning outcomes

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

Say the sound that the letters 'igh' make.

Say and write some simple sentences about seeds.

Teaching aids

Before the lesson:

Write 'night', 'bright', 'light' and 'flight' on the chalkboard.

Write the 'igh' sentences on the right on flash cards so there are enough for each group.

Collect seeds from pieces of fruit and trees, one for each pupil.

Find a large round tin, a piece of card and some soil for each group so that seeds can be planted.

Letters and sounds

Whole class teaching

Write 'igh' on the chalkboard.

Tell the class that these three-letters make one sound: 'igh' as in night.

Read the words on the chalkboard, pronouncing the sounds carefully, eg: 'l-igh-t'.

Read the sentences on the flash cards and explain their meaning:
'The light at night is not very bright.'
'The bird in flight is a good sight.'
'My right trouser leg is tight.'

Say the sentences together and ask if pupils can hear any 'igh' words.

Give each group a sentence and ask them to draw a picture to explain it.

Tell them to write the sentence under the picture.

10
minutes

Introduction

Whole class teaching

Show the class the seeds and ask them what they are.

Discuss with the pupils what seeds are for and whether they have seen any before.

Tell the pupils what the seeds need in order to grow, ie: water, sunlight and air.

Draw a simple picture of each word as you say it, eg: for sunlight draw a picture of the sun and write 'sun' next to it.

25
minutes

Main activity

Group task

Write the following sentence on the chalkboard and ask them to decide which words would finish the sentence: 'A seed needs ___ to grow.'

Take their ideas and complete the sentence, reading it as you get each new idea.

Give each group a large tin, some soil and a seed and help them to plant their seeds.

10
minutes

Plenary

Whole class teaching

Ask the pupils to write down two things that seeds need to grow.

Yesterday I planted seeds

Learning outcomes

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

Say and spell words containing the letter blend 'igh'.

Read and say simple sentences using the past tense.

Teaching aids

Before the lesson:

Write the 'igh' words on the chalkboard.

Have out the pots of seeds from yesterday.

Prepare a set of flash cards for each group: 'yesterday', 'I', 'planted', 'a', 'seed', 'and', 'it', 'needed', 'to', 'grow'.

Read the sentences in Macmillan New Primary English 2, page 14.

Letters and sounds

Whole class teaching

Say the 'igh' words and ask the pupils to listen and look at the words as you say them.

Ask questions to help them look at the word:

'What letter does it start with?'

'Where does 'igh' come in the word?'

'What letter does it end with?'

Rub the words off the chalkboard.

Write the first and last letter of one of the words containing 'igh'.

See which group is the first to guess the word and give that group a point.

Play again until they have guessed all the 'igh' words and see which group has the most points.

Ask them, in pairs, to write as many 'igh' words as they can in their exercise books.

10
minutes

Macmillan New
Primary English 2

25
minutes

10
minutes

Introduction

Whole class teaching

Read the sentences in Macmillan New Primary English 2, page 14 to the class and ask a few pupils to come out and show the actions.

Main activity

Group task

Ask them to ask each other and answer the question: 'What did you do yesterday?'

Help them with the answer by encouraging them to finish this sentence, 'Yesterday I planted ___'.

Show pupils the tins with the seeds from yesterday.

Ask them to go and look at their seeds and see if anything has happened to them overnight.

Ask them if they needed to do anything to their seeds to help them grow.

Write their ideas on the chalkboard.

Give each group a set of flash cards and ask them to use these and the words on the chalkboard to make a sentence about the seeds.

Tell the pupils to write the sentence in their exercise books.

Ask each group to read their sentence.

Plenary

Whole class teaching

Choose pairs to read their answers to the rest of the class.

Planting seeds

Learning outcomes

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

Use the words containing 'igh' in simple sentences.

Sequence a set of actions.

Teaching aids

Before the lesson:

Make flash cards containing 'igh' words.

Write the 'igh' words on the chalkboard.

Read Macmillan New Primary English 2, page 14.

Bring the seeds from the office back to a place where they can grow.

Letters and sounds

Group task

Read the 'igh' words with the pupils.

Choose pupils to come and underline 'igh' in the words.

Place the cards with the 'igh' words face down at the front of the classroom.

Ask each group to come out and pick a word.

Tell the groups to make up a sentence containing that word.

Give them 3 minutes to do this.

Ask each group to say their sentence.

Change round the words and give each group a new word to make a sentence with.

Write down their sentences to make flash cards for tomorrow's lesson.

10
minutes

Macmillan New
Primary English 2

Introduction

Whole class teaching

Read the sentences in Macmillan New Primary English 2, page 14 with the class, asking each pupil to do the action as they listen.

Ask pupils to name as many fruits as they can and write them on the chalkboard.

Ask them to stand in a circle. One by one, ask them to complete this sentence with the name of a fruit: 'Yesterday (use their friend's name) picked the fruit and the fruit was a ___'.

25
minutes

Macmillan New
Primary English 2

Main activity

Whole class teaching

Ask the pupils if they have remembered to look at their seeds today to see if they need watering.

Ask the pupils to tell their friend how they planted the seeds.

Ask one or two pupils to explain to the rest of the class how they did it.

Help the pupils to divide a page in their exercise books into four and number each box 1, 2, 3 or 4.

10
minutes

Plenary

Whole class teaching

Choose some pupils to explain their pictures to the rest of the class.

Growing seeds

Learning outcomes

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

Use the words containing the letter blend 'igh' in simple sentences.

Read and say simple sentences using the past tense.

Teaching aids

Before the lesson:

Collect enough stones so that each pupil can have one.

Write the following words on the chalkboard: 'needed', 'planted', 'yesterday', 'picked', 'seeds', 'water', 'worked', 'light'.

Letters and sounds

Whole class teaching

Write words containing 'igh' on the chalkboard.

Use one of them in a simple sentence and write it on the chalkboard.

Ask the pupils to read it after you.

Give sets of flash cards to each group of pupils.

Ask them to arrange the words into simple sentences.

Tell them to write them in their exercise books.

Ask some of them to read their sentences.

10
minutes

Introduction

Whole class teaching

Call four pupils out and whisper a different action for each of them to mime, ie:
planting seeds
picking fruit
watering plants
working in the field

When they have completed their mime ask the rest of the class,

‘Who planted the seeds?’,
‘Who picked the fruit?’,
‘Who watered the plants?’,
‘Who worked in the field?’

Encourage the pupils to answer in full sentences, eg:
‘Sani worked in the field’,
‘Hassan picked the fruit’.

25
minutes

Game

Main activity

Whole class teaching

Play the ‘Stone game’.

Tell pupils to divide a page of their exercise book into eight boxes.

Ask them to write one of the following words in each box: ‘needed’, ‘planted’, ‘yesterday’, ‘picked’, ‘seeds’, ‘water’, ‘worked’, ‘light’.

As you say a word, ask the pupils to move their stones to cover the word on their paper.

10
minutes

Plenary

Group task

Ask the groups to write some sentences about seeds using the words in their exercise books.

Choose pupils from each group to read their sentences.

Seeds

Learning outcomes

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

Read sentences with words containing 'igh'.

Spell words about growing seeds.

Teaching aids

Before the lesson:

Write these sentences on flash cards: 'The moon is bright at night.'; 'Tahir's belt was tight.'; 'Amir had a fight with Tahir.'; 'Hajjah can jump high'.

Make enough for each pair to have at least one.

Write the key words on the chalkboard and on flash cards.

Letters and sounds

Whole class teaching

Write the 'igh' words on the chalkboard.

Ask the pupils to suggest a sentence with each of the words in them.

Write their sentences on the chalkboard.

Give pairs a sentence flash card and ask them to read it.

Ask them to draw a picture to match it.

Tell them to write the sentence under their picture.

Repeat with a different sentence if there is time.

10
minutes

Macmillan New
Primary English 2

25
minutes

10
minutes

Introduction

Whole class teaching

Look at the pots of seeds and discuss how long it will take for them to grow into fruit.

Read the sentences in Macmillan New Primary English 2, page 14 to the class.

Ask pairs to role play each of the pictures. Help them to say the words that are written in the book.

Main activity

Whole class teaching

Read and explain the key words on the chalkboard.

Shuffle the flash cards and ask a pupil to choose one, read it and match it with a word on the chalkboard.

Repeat until all the words have been chosen.

Pair task

Ask the pupils to choose a word from the chalkboard.

Tell them to open their exercise books and try to write that word without looking at the chalkboard.

Ask them to check their partner's spelling.

Tell them to think of a simple sentence using that word.

Ask a few pairs to say their sentences and write them on the chalkboard.

Repeat this process with five more words.

Plenary

Whole class teaching

Ask the pupils to complete these words by writing the missing letters:

plant _ _

s _ _ d

_ e

y _ st _ _ d _ _



Week
14
On the farm

Letters/sounds

'ee'
weep
sweep
deep
sleep
sheep
seen
green
seed
feel
geese
deer
teeth

Words/phrases

**cocoa
farmer
harvests
fishing
drying
fruits
happy
jumped
looked
washed
dressed
walked
liked
hated
cooked
celebrated
climbed**

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.

Opposites

Learning outcomes

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

Say the sound that 'ee' makes inside a word.

Read words and their opposites.

Teaching aids

Before the lesson:

Write words with the letter 'ee' on the chalkboard.

Read Macmillan New Primary English 2, page 4.

Write the words and their opposites from the main activity on the chalkboard and make a set of flash cards containing opposites.

Have ready a large orange and a small one.

Letters and sounds

Whole class teaching

Read the 'ee' words off the chalkboard.

Say each sound carefully, eg: 's-l-ee-p', 'sh-ee-p'.

Ask the pupils to point to the letters that make the sound 'ee'.

Tell them to join you as you say the sound that 'ee' makes.

Ask them if they know another way to make the same sound ('ea').

Ask them to look at the word table directly under the picture in Macmillan New Primary English 2, page 4 and read the words with 'ee' in them.

Tell pupils to write some 'ee' words and draw pictures to explain them.

10
minutes

Macmillan New
Primary English 2

25
minutes

10
minutes

Introduction

Whole class teaching

Ask the pupils to open Macmillan New Primary English 2, page 42 and look at the picture.

Ask them if they can tell you anything about the picture.

Write some of their ideas on the chalkboard.

Read the story in Macmillan New Primary English 2, page 42 and ask pupils to listen for any of the things they said about the picture.

Main activity

Whole class teaching

Ask a tall pupil and a short pupil to come to the front of the class.

Point to the first pupil and say, 'this pupil is **tall**', and then point to the other pupil and say 'this pupil is **short**'.

Ask each pupil to hold a flash card of the word so the rest of the class can see the word.

Ask two pupils to come out and hold an orange each, one big and one small and a matching flash card ('small' or 'big').

Show two oranges to the pupils.

Say, 'This orange is **small**' and 'This orange is **big**'.

Use the same method to teach the opposites of other words.

Explain the idea of words and their opposite to the pupils (in your local language).

Ask the pupils to read the following words and their opposites written on the chalkboard:
tall/short
big/small
happy/sad
old/young
open/shut
black/white

Tell them to draw pictures of three of the words and their opposites in their exercise books and write the words under the pictures.

Plenary

Pair task

Tell one member of each pair to read a word and the other to say its opposite.

Tell pupils to swap roles and repeat.

On the farm

Learning outcomes

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

Read words with the 'ee' sound.

Say the opposites of words.

Teaching aids

Before the lesson:

Write the list of words containing 'ee' on the chalkboard.

Make flash cards with the following 'ee' sentences:

'I sweep the floor.'

'I put the seed in a pot.'

'I go to sleep.'

'The sea is deep.'

'The sheep is asleep.'

Have ready the opposite flash cards, enough for one for each pupil.

Letters and sounds

Whole class teaching

Write 'ee' on the chalkboard.

Ask the pupils to pronounce the sound in groups, pairs and individually.

Ask the pupils if they can read the words containing the letters 'ee'.

Read the sentence flash cards.

Tell the pupils to shout 'eeyore' when they hear a word containing the 'ee' sound.

Give each group one of the sentences.

Ask them to draw a picture to explain their sentence.

10
minutes

Introduction

Whole class teaching

Hold up the opposite cards and ask the class to read and say the words with you.

Give out all the opposite cards so every pupil has one.

Tell pupils to go and stand by someone who has the opposite card to them.

Ask each pair to read out their cards and check if they are opposites.

25
minutes

Macmillan New
Primary English 2

Main activity

Whole class teaching

Ask the class what they remember about the story they read yesterday.

Tell them to open Macmillan New Primary English 2, page 42.

Choose pupils to role play the story as you read it.

Read and explain the first six key words.

Tell pupils to look at the questions in Macmillan New Primary English 2, page 42.

Read the questions.

Ask pupils to try to answer them using a sentence, eg:
'What is Chief Adedapo's work?'
(He is a cocoa farmer.)

10
minutes

Plenary

Individual task

Choose some pupils to read their answers and ask the rest of the class if they are correct.

I jumped

Learning outcomes

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

Write words containing the letter blend 'ee'.

Change a verb from the present to the past tense by adding 'ed'.

Teaching aids

Before the lesson:

Write 'ee' on the chalkboard.

Make flash cards with the words: 'sleep', 'sheep', 'feet' and 'seed' on them and stick them in different places around the room.

Read the sentences in Macmillan New Primary English 2, page 20, Exercise 2.

Letters and sounds

Whole class teaching

Ask the pupils how many words they can remember that have 'ee' in them.

Say 'sleep' and tell the pupils to go and stand by the card.

Tell the pupils to shout the word out.

Do the same with the other words.

Ask them to say a simple sentence using one of the words.

Give each group a word and ask them to make up a sentence with the word.

Tell each group to share their sentence with the class.

10
minutes

Introduction

Whole class teaching

Ask the class what they remember about the story from yesterday.

25
minutes

Macmillan New
Primary English 2

Main activity

Whole class teaching

Remind the class that a verb is an action word.

Ask them to give you examples of verbs, eg: 'walk', 'wash', 'visit', etc.

Explain to the pupils (in your local language) that verbs are changed when an action happened in the past.

Explain that the list of words on the chalkboard can be changed by adding 'ed' to the end of them.

Show one example on the chalkboard.

Read the sentences in Macmillan New Primary English 2, page 43, exercise A and change them into the past tense with the class.

10
minutes

Plenary

Whole class activity

Choose two pupils to read out their words to the rest of the class.

**Literacy
lesson plans**
Primary 2

Term 2
Involving pupils
in their learning

Week 14
On the farm
Day 4

On the farm

Learning outcomes

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

Write sentences containing words containing the sound 'ee'.

Recognise verbs in the past tense.

Teaching aids

Before the lesson:

Find or draw a picture showing a farm.

Read Macmillan New Primary English 2, page 42.

Letters and sounds

Whole class teaching

Play 'Simon says' using 'ee' words.

Ask the pupils to stand in a circle and you stand in the centre of the circle.

Give instructions that use 'ee' words, eg: sweep the floor, touch your knees, touch something green.

Ask pupils to identify the common sound in all the words.

Write the following on the chalkboard and ask pupils to work in pairs to put the words in the correct order to make two sentences: see, I, can, two, have, I, feet.

Tell them to write the words in their exercise books.

Choose some pairs to read their sentences.

10
minutes

Introduction

Whole class teaching

Show pupils the picture of a farm and give them about 3 minutes to look closely and say what they can see.

Write their ideas in sentences on the chalkboard.

25
minutes

Macmillan New
Primary English 2

Main activity

Pair task

Read the story in Macmillan New Primary English 2, page 42 and ask the pupils to follow the story in their books as you read.

Remind them that a verb is an action word.

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

Mime some of the verbs and ask them to guess what they are, eg: 'running', 'fishing'.

Ask pupils to mime a verb for their partner to guess and point to in the story.

Tell them to swap roles and repeat.

Tell them to look at Macmillan New Primary English 2, page 19 and explain that in Exercise 2 they have to find the missing verbs to complete the sentences.

Ask them to write the sentences in their exercise books.

10
minutes

Plenary

Whole class teaching

Choose some pairs to read out their sentences.

On the farm

Learning outcomes

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

Spell words containing the sound 'ee'.

Sequence a story correctly.

Teaching aids

Before the lesson:

Read Macmillan New Primary English 2, page 42.

Letters and sounds

Whole class teaching

Write the letters 'ee' on the chalkboard and ask pupils if they can tell you some words containing those letters.

Ask the pupils to try and write those words in their exercise books as you say them.

Write the words pupils suggested on the chalkboard and ask the pupils to check their spellings are correct.

Sing the song 'My head, my shoulders' with the pupils.

Ask them which word has the 'ee' sound (knees).

Read this sentence to the pupils slowly: 'The sheep is asleep in the deep green grass'.

Ask them to write the sentence in their exercise books as you read it again slowly.

10
minutes

Macmillan New
Primary English 2

25
minutes

10
minutes

Introduction

Whole class teaching

Read the story in Macmillan New Primary English 2, page 42 and ask the class to think about what happens at the start, middle and end of the story.

Ask the pupils to say three things that happen in the story.

Write their ideas on the chalkboard and ask them to tell you which happens first, second and third.

Main activity

Individual task

Ask the pupils to draw three boxes on a page in their exercise books.

Tell them they are going to make a 'picture story'.

Ask them to use the boxes to draw three things that happen in the story.

Ask them to draw them in the order in which they happen in the story.

Group task

Ask the pupils to work in groups of four. Ask them to show and tell each other their 'picture stories'.

Ask them to label themselves A, B, C, D.

Tell them that A is Akin, B is Dayo, C is Chief Adedapo and D is a worker.

Ask them to practise a play based on the story, trying to use some of the sentences in the story when they speak.

Plenary

Group task

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

Week
15
Journeys

subject English

Topic: 3 can teach

Subject: all 60

he ro is a short pencil

he ro is a small basket

Topic: 9th march

subject: English language

Topic: indicating sizes

This is a big basket

This is a small basket

This is a long pencil

This is a short pencil

Letters/sounds

'oy'
boy
toy
joy
enjoy

'oi'
spoil
oil
foil
point
soil

Words/phrases

is
are
watering
sweeping
clearing
driving
making
jumping
visiting
drive
fast

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.

They are driving fast

Learning outcomes

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

Recognise the sound that 'oy' and 'oi' make in a word.

Read and sequence simple sentences which use 'is'/'are'.

Teaching aids

Before the lesson:

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

Practise the 'oi/oy' sound.

Write the sentences from the lesson introduction on the chalkboard.

Make flash cards containing these words for each group.

Letters and sounds

Whole class teaching

Explain that the letters 'oy' and 'oi' both make the sound 'oi' or 'oy' as in boy or boil.

Say the sound with the pupils.

Read the 'oy' and 'oi' words, sounding out each word carefully, eg: 'b-oy', 'e-n-j-oy'.

Ask the class to join in with you.

Point to a picture and ask a pupil to point to the matching word.

Ask the pupils to underline the letters that make the sound 'oi/oy'.

In pairs, ask them to make up a sentence using one of the words on the chalkboard.

Tell pairs to share their sentence with the rest of the class.

10
minutes

Introduction

Whole class teaching

Read the following sentences that you have written on the chalkboard:

‘My father is watering the seeds.’

‘They are driving fast.’

‘The pupils are visiting the farm.’

‘The hens are making a noise.’

‘The goat is jumping.’

25
minutes

Main activity

Group task

Give each group a set of flash cards to make a sentence.

Ask them to use the flash cards to make one of the sentences written on the chalkboard.

When they have completed one sentence, change the sets of cards among the groups.

Continue until each group has tried every sentence.

Ask them to write their last sentence in their exercise books and draw a picture to explain it.

10
minutes

Plenary

Whole class teaching

Ask each group to share their pictures and read their sentences to the rest of the class.

Lesson
title

He is driving fast

15
minutes

oy oi

Learning outcomes

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

Read words that contain the sound 'oy' and 'oi'.

Say simple sentences using 'is/are' correctly.

Teaching aids

Before the lesson:

Write the list of 'oy' and 'oi' words on the chalkboard.

Have ready the sets of 'is' and 'are' sentence flash cards from Day 1.

Letters and sounds

Whole class teaching

Read the 'oy' and 'oi' words to the class.

Tell them that 'oy' usually comes at the end of a word and 'oi' at the beginning or in the middle.

Ask the class to stand in a circle and tell one pupil to go outside the room.

Point to a word and agree on a mime.

Keep the word secret. Ask the pupil outside to come in and stand in the middle of the circle.

Tell the class to do the mime and ask the pupil in the middle to guess the word and point to it on the chalkboard.

Repeat three or four times.

10
minutes

Introduction

Whole class teaching

Ask the pupils if they can remember when 'is' and 'are' are used in a sentence.

Remind them that if there is only one person 'is' is used and if there is more than one person 'are' is used, eg: He **is** driving. They **are** driving.

Find the set of flash cards to make one sentence from Day 1.

Call individual pupils out to the front and give each of them a flash card.

25
minutes

Main activity

Group task

Remove all the 'is' and 'are' cards and then give out a set of flash cards to each group.

Tell them to make a sentence together using the cards. They must decide if the missing word is 'is' or 'are'.

Ask each group to read out their sentence and ask the others if it is correct.

When each group has completed one sentence, change the sets of cards among the groups.

Continue until each group has tried every sentence.

10
minutes

Plenary

Pair task

Write 'He ___ washing. They ___ jumping.' on the chalkboard and ask if anyone can say the missing words.

Choose pupils to come and write the missing words in the sentences.

The lorry driver

Learning outcomes

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

Read words containing 'oy' and 'oi'.

Follow simple instructions.

Answer questions about a story.

Teaching aids

Before the lesson:

Write the following sentences on the chalkboard:

'The boy sat near the lorry driver.'

'I enjoy travelling.'

'My friend has a toy car.'

'I am cooking with oil.'

'The water is boiling.'

Read Macmillan New Primary English 2, page 48.

Make six large flash cards:

'jumped', 'visited', 'played', 'boiled',

'washed', 'cooked'.

Letters and sounds

Whole class teaching

Say the sound 'oi/oy' with the pupils.

Read the sentences and ask pupils to come out and underline the letters that make the sound 'oy' as in boy.

Ask the pupil to choose one of the sentences and mime an action to demonstrate its meaning.

Ask the rest of the pupils to guess which sentence they have mimed.

Choose another pupil to come out and pick another sentence to mime.

Tell the class to choose a sentence to write in their exercise books.

Tell them to draw a picture to go with the sentence.

10
minutes

Introduction

Whole class teaching

Place the flash cards around the room, or outside.

Face the chalkboard and ask all the pupils to go and stand by a word.

Without looking, call out one of the words. All the pupils who are standing by that word have to go and sit down.

Continue the game until there is only one pupil left standing.

Repeat.

25
minutes

Macmillan New
Primary English 2

Main activity

Whole class teaching

Ask the pupils to open Macmillan New Primary English 2, page 48 and look at the picture.

Read and explain any new or difficult words.

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

10
minutes

Macmillan New
Primary English 2

Plenary

Whole class teaching

Read the story again.

He is driving fast

Learning outcomes

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

Spell words with the letter blend 'oy' or 'oi' in them.

Write simple sentences using 'is' and 'are' correctly.

Teaching aids

Before the lesson:

Write the following on the chalkboard:

- 1 The girls _ holding brooms
(is, are)
- 2 He _ outside the house (is, are)
- 3 The woman _ sweeping the
ground (is, are)
- 4 Mosquitoes _ flying away (is, are)
- 5 The man _ cutting grass (is, are)

Read Macmillan New Primary
English 2, page 48.

Letters and sounds

Whole class teaching

Write 'oy' and 'oi' on the chalkboard and ask the pupils to come and write as many words as they can think of that contain these sounds.

Write the first letter of a word with the letter blend 'oy' or 'oi' in it on the chalkboard, and ask the pupils to see if they can use 'oy' or 'oi' to help them guess what the word says.

Ask the pupils to fill the missing gaps in the following in their exercise books:

_ _ |
sp _ _ |
p _ _ nt
s _ _ |
f _ _ |

10 minutes | Macmillan New Primary English 2

Introduction

Whole class teaching

Read the story in Macmillan New Primary English 2, page 48 and ask the pupils to follow the words while you read them.

25 minutes | Macmillan New Primary English 2

Main activity

Pair task

Ask pupils to read the story in Macmillan New Primary English 2, page 48 together two or three times.

Remind them how to use 'is' and 'are' correctly.

Ask them to complete the sentences on the chalkboard, using one of the words in brackets.

Ask them to write the sentences in their exercise books.

While they are doing this, go round the classroom and listen to each pair reading the story in Macmillan New Primary English 2, page 48.

10 minutes

Plenary

Whole class teaching

Ask some pupils to read out their sentences to the rest of the class.

Lesson
title

Cleaning up day

15
minutes

oy oi

Learning outcomes

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

Spell words containing 'oi' and 'oy'.

Write sentences using 'is' and 'are'.

Teaching aids

Before the lesson:

Prepare a set of alphabet cards for each group.

Write the words with 'oy' or 'oi' on the chalkboard.

Have ready the flash cards from Day 3.

Letters and sounds

Group task

Give each group a set of alphabet cards.

Say a word with the letter blend 'oy' or 'oi'. Ask the groups to use the cards to spell the word.

When they have done one word, ask one pupil from a group to read out the spelling and the rest to check whether their spelling is correct.

Repeat with the rest of the words.

Read this sentence to the pupils slowly: 'Oil in the soil will spoil it'.

Ask them to write it in their exercise books as you read it again slowly.

Repeat with 'I enjoy my toy'.

10
minutes

Game

Introduction

Whole class teaching

Play the game from Day 3.

25
minutes

Macmillan New
Primary English 2

Main activity

Whole class teaching

Ask pupils what they remember about the story in Macmillan New Primary English 2, page 48 from yesterday.

Call out some words from the story and ask pupils to find them, read them and explain them.

Ask them to look at the picture in Macmillan New Primary English 2, page 48.

10
minutes

Plenary

Whole class teaching

Ask four or five pupils to read out their sentences to the class.

Tell pupils to say some sentences about the picture to their partner using 'is' and 'are', eg: 'The man is using a rake'.

Ask them to say their sentences to the class.

Tell them to write two of their sentences in their exercise book.

Credits

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.

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.

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