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Type of lesson plans/ Grade Term/ Learning theme

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Literacy lesson plans Primary 2

Term 1

Creating an effective learning environment

Weeks 1—5

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

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



Introduction

The quality of education is a key element to socioeconomic development in any society. Perhaps the most critical element in ensuring quality of education to output. The majority of is the teacher. Good teaching methodology, with the right textbooks. will quickly provide a good platform for a quality education system in Kano State.

The challenges are sometimes overwhelming when vou have 5.335 schools with over 2.3 million children and 46.643 teachers. The Kano State Ministry of Education carried out a series of baseline surveys to assess classroom teachers. the role of the head teacher and the level of pupil learning outcomes.

The findings in most cases were alarmingly poor, with not much difference between aualified and unaualified teachers with respect teachers were themselves victims of an education system that was in a serious downward slope.

Following this, the Kano State Ministry of Education, the State Universal Basic **Education Board (SUBEB)** and local government education authorities (LGEAs), supported by the **Education Sector Support** Programme in Nigeria (ESSPIN), embarked on a series of reforms that will help strengthen schools.

This work has focused on classroom teaching skills in particular how to make teaching child-centred and the organisational structures needed for SUBEB and LGEA staff to provide effective support and advice to primary schools.

With many school leavers unable to read or write. a specific focus has been on improving the teaching of basic literacy and numeracy. To support this, Kano State has developed a benchmark for assessment and carefully designed literacy and numeracy lesson plans for Primary 1—3 teachers. These plans provide a step-by-step quide to teachers, while ensuring children become active learners.

The lesson plans, however, are not sufficient. Structures and processes have also been put in place so that teachers are continuously supported by both the State School Improvement Team and the I GFA-based school support officers.

We are sure that within a short time of these lesson plans being introduced, children's learning abilities will improve considerably. The materials will also enable teaching and learning to be more exciting - an important element in all classes, but in particular at the primary level. We are confident that these lesson plans will raise standards and improve the quality of children proceeding to higher levels of education.

We commend all those who have produced these lesson plans and trained our teachers to use them. We offer thanks to the UK **Department for International** Development (DFID) for its ongoing support to education reform in Kano State through its ESSPIN programme. Let's make every Kano school an improving school.



Barister Faroug Iya Sambo Honourable Commissioner of Education Kano State

Althous

Wada Zakari **Executive Chairman SUBEB** Kano State

Term 1 Creating an effective learning environment

Introduction Creating an effective learning environment

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Weeks 1—5

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An effective learning environment	2 Build good relationships	3 Use classroom space	4 Display
The school environment has to make pupils feel comfortable, and stimulate their minds for learning to take place. There is plenty you can do to improve the feel of the classroom for your pupils. 1 Teaching methodology The lesson plans use a large variety of activities. If followed carefully, they will keep the pupils interested, motivated and will support effective learning in a structured way. These methods are designed to involve pupils in their learning and give them the opportunity to learn from each other.	Learn all your pupils' names and use them frequently. Find out about your pupils' lives and interests by listening to them and asking questions. Greet them individually in the mornings and encourage them to greet and talk to each other. Tell them about yourself and your family. Pupils love finding out that teachers are 'human' too! Notice when pupils are unhappy and make an extra effort to be friendly to them. Smile and make learning fun for the pupils. Praise and encourage pupils for effort and achievement, instead of punishing them for 'laziness' or getting things wrong. Shouting and treating your pupils harshly, or beating them, will affect them emotionally and make them	 Ose classroom space Arrange the seating in different ways. Look at the photographs in some of the lesson plans to help you think of different ways of working. U-shaped formations mean all the pupils can see each other and there is a space in the middle for activities. Pushing tables together means that four or six pupils can set together. If there is no space in your classroom, take the pupils outside to play circle games or do activities. 	Displaying pupils' work is motivating and helps them to remember things they have learned. The activities in these lesson plans encourage you to display pupils' work in different ways. At the start of each week display the key words. 5 Teaching aids There are lots of suggestions in the lesson plans for making low- and no-cost teaching aids. Making these may take some time, but they can be used more than once and can last a long time if they are made carefully.
	unable to learn.		

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Term 1 Creating an effective learning environment

Introduction Songs and stories for the term

Weeks 1—5

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	ers/sou nabet co			Sound story: oi	Sound story: ou	Sound story: ar	Sound story: qu
a	- 1	- <mark>0</mark>	15	Abdul could not sleep in his	Two chicks were playing	The farmer has lost his	Abdul had a hen which
b	2	p	16	 bed that night. He heard a noise, so he put oil in 	around the tree on a breezy evening. The big chick	dog. She is not in the barn. She is not on the farm.	he loved dearly. One day she laid six eggs. 'Come
C	3	q	17	his lamp and went outside	noticed the round moon	She has gone far. The	quickly', Abdul shouted to
d	4	r	18	 the house. Behind his window, he found a big 	under the dark cloud and she called the little	farmer cannot see her in the dark. The farmer is sad.	his friend Ayo. The ducks also came to see. 'Quack,
е	5	S	19	toad croaking 'oi, oi, oi, oi'.	chick to look at it. As they	Suddenly, he hears barking.	quack', they said.
f	6	t	20		were watching the moon, there was a loud bang		
g	7	u	21		of thunder. The proud mother		
h	8	v	22		hen opened her mouth. She shouted at her chicks,		
i	9	w	23		'Out! Out!'.		
j	10	X	24				
k	11	y	25				
	12	Z	26				

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Literacy lesson plans Primary 2	Sound story: er	Sound story: ue	The hokey cokey	Coming to school
Primary 2 Term 1 Creating an effective learning environment Weeks 1—5	Erina went to the river with her friend Garba. They were very excited to watch fishermen catching some fish. One of the fishermen gave them a big fish.	Abbas and his friends are playing football. The teams wear red and blue. The football is broken. They fix the ball with glue. They use a tissue to clean the ball.	Put your right arm in, your right arm out / In out, in out, and shake it all about / Do the hokey cokey and you turn around, and that's what it's all about / Oh, do the hokey cokey / Oh, do the hokey cokey / Oh, do the hokey cokey / Knees bend, arms stretch, hurrah, hurrah, hurrah.	1, 2, 3, 4 /Teacher waiting at the door /5, 6, 7, 8 /Run to school and don'tbe late.
			Put your left arm in Put your right leg in Put your left leg in Put your right hand in Put your left hand in Put your whole body in	

Head, shoulders, knees and toes		This is the way I ring the bell	The yam is in the bag	My head, my shoulders
Head, shoulders, knees and toes, knees and toes / Head, shoulders, knees and toes, knees and toes / And eyes and ears and mouth and nose / Head, shoulders, knees and toes, knees and toes. (Touch each part of your body as you sing them)	 (Touch head silently, touch shoulders silently), knees and toes, knees and toes. (Continue until all the parts of the body are silent then sing it once through again very fast, with the words). 	 This is the way I ring the bell, ring the bell, ring the bell / This is the way I ring the bell when I go to school / This is the way I carry my bag, carry my bag, carry my bag / This is the way I carry my bag, when I go to school. 	 The yam is in the bag, the yam is in the bag / ee i adieyo, the yam is in the bag / The rat eats the yam, the rat eats the yam / ee i adieyo, the rat eats the yam / The cat chased the rat, the cat chased the rat / ee i adieyo, the cat chased the rat / 	My head, my shoulders, my knees, my toes / (sing three times, pointing to the part of the body mentioned as you sing) All belong to me. (raise hands up in the air)
(Touch head silently), shoulders, knees and toes, knees and toes / (Touch head silently),			The cat caught the rat, the cat caught the rat / ee i adieyo, the cat caught the rat.	
shoulders, knees and toes, knees and toes /			or	
And eyes and ears and mouth and nose / (Touch head silently), shoulders, knees and toes, knees and toes.			The rat escaped the cat, the rat escaped the cat / ee i adieyo, the rat escaped the cat.	



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Letters/sounds	Revi	sion sounds	Words/phrases	Assessment
ʻqu' quack liquid quick queen squeeze ʻar' arm car far jar farm barn star farmer dark bark	s a t i p n c k e h r m d g o l f b u j	z w y x ai oa ee or ie oo ch sh th	head shoulders fingers eyes ears mouth arms legs toes neck chin breast belly hand thigh finger ankle wrist This is my	During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

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Term 1 Creating an effective learning environment

Week 1 Body parts Day 1

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My body

Lesson

title

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

Learning outcomes

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

Write words about the body.

Teaching aids

Before the lesson:

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

Write the 'qu' words on the chalkboard.

Write the alphabet code on the chalkboard.

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

Letters and sounds

qu

minutes

Whole class teaching

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

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

Ask them to repeat it after you.

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

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

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

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

U	D

10 Song minutes	25 Code minutes			10 minutes
Introduction	Main activity			Plenary
Whole class teaching	Group task			Whole class teaching
Stand the pupils in a circle, sing 'The hokey cokey' and do the actions.	Explain to the pupils that they are going to work in groups, with	 Explain that each number represents a letter of the alphabet and they have to try and work out what words you have written by changing the letters into words, eg: '3, 1, 20' becomes 'cat'. Give them the following codes to work on: 14, 15, 19, 5 5, 25, 5, 19 8, 5, 1, 4 12, 5, 7 1, 18, 13 	early ask them to write some words they know and	Ask each group to explain to the rest of the class what they did.
Ask the pupils to name some body parts in English	each pair of groups doing a different task.		After 10 minutes change round so that groups one and two work with you on alphabet codes and groups three and four draw	
and write them as a list on the chalkboard as they say them.	Put pupils into four groups.			
	Ask groups one and two to ask one person to lie on the newspaper and another pupil to draw round them.			
	Ask them to write a label for any body parts that they can, using the words on the chalkboard to help them.			
	Work with groups three and four, helping them to play a game making words using alphabet codes.	-		

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Term 1 Creating an effective learning environment

Week 1 Body parts Day 2

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My head, my shoulders

Lesson

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Learning outcomes	Letters and sounds	
By the end of the lesson, most pupils will be able to:	Whole class teaching	
Say the sound 'qu'.	 Flash different revision cards and ask the pupils to say 	
Recognise the sound 'qu' in words.	 the sounds. 	
Identify nouns.	 Show them the 'qu' flash card, say the sound and ask them to joi you in making the sound. 	
Teaching aids	Read the 'qu' story to the pupils.	
Before the lesson:	Bring two pupils out to role play the story.	
Have ready flash cards of the revision sounds and the 'qu' sound.	Read the 'qu' words with the pupils, clearly emphasising the sounds in each word.	
Write a list of 'qu' words on the chalkboard.	Ask them to draw pictures about the story on a large piece	
Write the alphabet code on the chalkboard.	 of paper. Ask the pupils to explain their 	
Read Nigeria Primary English 2, page 46.	 pictures to the rest of the class. 	

15 minutes

| Story

qu

10 Song minutes	25Nigeria PrimaryCodeminutesEnglish 2		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Whole class teaching	Pair task	Pair task
Stand the pupils in a circle and sing the song 'Head, shoulders, knees and toes', and do the actions all together.	Ask if any of the pupils can put up their hand and tell you what a noun is, or give you an example of a noun. Remind pupils that a	Ask each pair to write as many body part nouns as they can, using nouns in Nigeria Primary English 2, page 46 to help them.	Ask two or three pairs to read their codes and match them with the words on the chalkboard.
	noun is word which names people, places or objects.	Ask them to change the words into numbers using - the alphabet code.	-
	Ask them to turn to Nigeria Primary English 2, page 46 and identify the different nouns in the picture, eg: nose, hands, feet.	Ask them to swap their words with another pair and change their numbers back to words.	-

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Lesson title

Literacy lesson plans **Primary 2**

Term 1 **Creating an** effective learning environment

Week 1 **Body parts** Day 3

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Breaking the code

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Learning outcomes By the end of the lesson, most Whole class teaching pupils will be able to: Quickly show the pupils the Write words containing the revision flash cards, asking them sound 'qu'. to say the sound for each. Hear the number of syllables in Ask if anyone can tell you how words and sentences. many sounds there are in each word that you sound out, eg: Write their name. au-i-ck (3 sounds), au-a-ck (3 sounds) s-qu-ee-ze (4 sounds). **Teaching aids** Ask the class to say them after you. Help pupils to understand the **Before the lesson:** meaning of the words. Have ready flash cards of Ask pupils to try and write the the revision sounds and the words on the pictures they 'qu' sound. drew vesterday as you sound out Write the alphabet code on the the words. chalkboard. Ask them to show their pictures to the rest of the class.

qu

Letters and sounds

minutes

10 minutes	25 Code minutes		10 Song minutes
Introduction	Main activity		Plenary
Whole class teaching	Whole class teaching	Pair task	Whole class teaching
Clap the names of body parts with the pupils, using one clap for each syllable, eg: should-ers (clap-clap), el-bows (clap-clap), nose (clap), eyes (clap). Ask pupils to say and then clap the sentences: 'This is my nose.'	Follow the instructions below to help the pupils write the alphabet code in their exercise books. Give them the numbers to copy and ask them to write the letter of the alphabet next to it, eg: 1 = a, 2 = b. Demonstrate the first two	 Ask pupils to show each other their code names and write each other's name back into the alphabet. If some pupils have finished this task before the end of the lesson, ask them to write some more words they know for their partner to work out. 	Sing 'The hokey cokey' with the class.
'This is my head.' 'These are my eyes.' 'These are my shoulders.' 'These are my elbows.' 'These are my arms.'	on the chalkboard to help pupils understand, then ask them to complete it. Ask pupils who finish quickly to write their names using the alphabet and	to work out.	
	then put their names into the code they have written, eg: Kassim = 11, 1, 19, 19, 9, 13.		

Lesson title		15 Story Minutes				
Using our feet	Learning outcomes Letters and sounds					
	By the end of the lesson, most pupils will be able to:	Whole class teaching Quickly point to 'qu' words				
	Hear and say the sound that the letters 'ar' make in words.	and ask the pupils to try and read them. Point to the star picture and say 's-t-ar'. Hold up the star flash card.				
	Recognise words in a story.					
	Teaching aids	Point to 'ar', say the sound and ask the pupils to join you in				
	Before the lesson:	making the sound.				
	Write the 'qu' words on the chalkboard.	Read and explain the 'ar' words				
		_ Sound out each word, stamping				
	Write the 'ar' words on the chalkboard.	each sound, eg: 'f–ar–m–er' (4 stamps).				
	Draw a star on one side of a card and write 'ar' on the other.	Read the 'ar' story and ask pupils to wave their hands when				
	Have ready two medium	 they hear the 'ar' sound. 				
	sized balls.	Choose pupils to role play the parts in the story.				

Literacy lesson plans Primary 2

Term 1 **Creating an** effective learning environment

Week 1 **Body parts** Day 4

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10 minutes	25 Nigeria Primary minutes English 2			10 minutes
Introduction	Main activity			Plenary
Whole class teaching	Whole class teaching	Group task		Whole class teaching
Sit all the pupils in two rows facing each other. If you have too many	Ask the pupils to turn to Nigeria Primary English 2, page 46.	Put pupils into four groups and go round the class labelling each group - A, B, C or D.	Give them 5 minutes to complete the task and swap the groups round	Ask a pair of pupils to come out and role play introducing Ali, eg: 'This is Ali and this is his hand.'
pupils and too little space to do this, make another	Read the 'Happy Joe'	· ·	so that each group does each task.	All and this is his hand.
pair of rows somewhere else in the classroom.	passage and ask the class to follow the words as you read.		Ask pupils to read out the words from their list.	
Give a ball to each row.	- '			
Tell them they have to pass the ball along the row to the end, without it falling on	-	Group A count and write down all the words beginning with 'e'.		
the floor. Let them try it.		Group B count and write		
Then tell them that they have to do the same thing,	-	down all the words beginning with 'b'.		
but this time they can only use their feet.		Group C count and write down all the words beginning with 'a'.		
If they drop the ball, they have to pick it up and start again from the person who dropped it.	-	Group D count and write down all the words beginning with 't'.		

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Lesson title

Literacy lesson plans Primary 2

Term 1 Creating an effective learning environment

Week 1 Body parts Day 5

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This is my head, these are my fingers

Learning outcomes	Letters and sounds
By the end of the lesson, most pupils will be able to: Hear, read and write the sound that 'ar' makes in words. Spell and write the names of body parts.	Whole class teachingUse the flash cards to quickly revise all the sounds.Write the sound 'ar' on the chalkboard and ask the pupils to copy you by writing it in the air and on their desks.
Teaching aids Before the lesson:	Read the 'ar' words with the pupils. Ask if anyone can tell you how many sounds there are in each word, eg: b-ar-n (3 sounds).
Have ready flash cards of all the sounds you have been learning. Have ready the 'ar' flash card. Write the 'ar' words on the chalkboard. Prepare two sets of flash cards with the 'ar' words on. Write these mixed up words on	Ask them to write each word as you sound them out. Give out the flash cards. Tell the pupils they must find someone with the same card as theirs. Ask pupils to read their cards to the class.
the chalkboard: 'dnha', 'ingerf', ote', 'tfoo', 'egl', 'sneo'.	

15 minutes

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10 Song minutes	25 Nigeria Primary minutes English 2	Code	10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Pair task	Pair task	Whole class teaching
Sing 'Head, shoulders, knees and toes' with the class.	Ask the pupils to read the 'Happy Joe' passage in Nigeria Primary English 2, page 46 to each other. Show them the mixed up words on the chalkboard and ask them to work out together what each word says.	Write the following sequences of numbers on the chalkboard: '20, 8, 9, 19 / 9, 19 / 13, 25 /' '20, 8, 5, 19, 5 / 1, 18, 5 / 13, 25 /'	Ask each pair to read out one sentence.
		Ask the pupils to find the code they wrote in their exercise books on Day 3 and use it to change the numbers into two sentences, writing them in their exercise books. Ask them to complete each sentence using one of the mixed up words.	

Week 2 People and places

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Letters/sounds	Words/phrases	Assessment	
'oi' oil boil soil point coin toilet	sitting skipping looking jumping walking playing 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	
noise spoil	market trader sleep What are you doing? I am	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.	

Term 1 **Creating an** effective learning environment

Week 2 **People and places** Day 1

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What are you doing?

Lesson

title

Learning outcomes By the end of the lesson, most Whole class teaching pupils will be able to: Quickly show the pupils flash Say the sound that the letters 'oi' make in a word. the sound of each. Form and read simple sentences Show them the 'oi' flash card. using continuous action. **Teaching aids** Read the 'oi' words and Before the lesson: explain them. Have ready all the sound flash cards. the words with them. Make a flash card 'oi'. Point to a picture or do an Write the 'oi' words on the chalkboard. the word.

Letters and sounds

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15 minutes

cards of all the sounds they have learned and ask them to say

say the sound and ask them to join you in making the sound.

draw pictures or do actions to

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

action and ask the pupils to say

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

10 Song minutes		25 minutes		10 minutes
Introduction		Main activity		Plenary
Whole class teaching		Group task	Individual task	Whole class teaching
Stand the pupils in a circle, sing 'The hokey cokey' and do the actions.	Ask someone to answer using the sentence: 'We are clapping'.	Ask five or six pupils to say the name of their favourite colours and then	Ask the pupils to copy and complete the following sentences in their exercise	Let each group read what they have written.
Ask a pupil to role play or mime any action and ask another pupil to say the action by asking: What is he doing?' or What is she doing?'	Demonstrate or mime writing on the chalk- board. Ask them 'What am I doing?' Ask them to answer: 'You are writing on the	 group the pupils using those colours. Ask pupils to choose someone in their group to perform an action and ask the question: 	books using the words: dancing, singing, sitting, standing, jumping, ringing. 'I am' 'She is' 'He is'	
Ask the pupil to answer using the sentence: I am'.	chalkboard'.	'What am I doing?' Ask the pupils in the group to respond: 'You are'.	'They are <u>.</u> '	
Tell the whole class to clap. Ask them: 'What are you doing?'		Ask every pupil to have a turn at performing an action of their choice.		

Lesson title

Literacy lesson plans Primary 2

Term 1 Creating an effective learning environment

Week 2 People and places Day 2

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Doing things at home

Learning outcomes

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

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

Say simple sentences about a picture.

Teaching aids

Before the lesson:

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

Read Nigeria Primary English 2, page 18.

Letters and sounds

Story

minutes

Whole class teaching

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

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

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

Read the 'oi' story.

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

Bring two pupils out to role play the story.

Ask the class to draw a picture of the story.

10 Nigeria Primary minutes English 2	25 Nigeria Primary minutes English 2			10 Song minutes
Introduction	Main activity			Plenary
Whole class teaching	Whole class teaching		Pair task	Whole class teaching
Read the story 'Doing things at home' in Nigeria Primary	Nigeria Primary English 2,	Ask the question: 'What is Musa doing?'	Ask the pupils to try and read the story in pairs.	Sing 'The hokey cokey' all together.
English 2, page 18. Read it again and ask	page 18. Give the pupils 3 minutes to	Encourage pupils to answer: 'Musa is picking bananas'.		
the pupils if they can tell	look closely at the pictures.	Write some key words from		
you anything about the story, either in English or their local language.	Ask them to say words or sentences about the pictures.	the story on the chalkboard, eg: 'oranges', 'mangoes', 'bananas', 'eats' and 'drinks'.		
		Ask if any of the pupils can tell you their meaning.		
		Ask them to find sentences in the story that contain those words.		

Term 1 Creating an effective learning environment

Week 2 People and places Day 3

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Doing things at home

Lesson

title

Learning outcomes

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

Write words containing the sound 'oi.'

Make up simple sentences.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Write the 'oi' story on the chalkboard.

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

Read Nigeria Primary English 2, page 18.

Letters and sounds

Story

minutes

Whole class teaching

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

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

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

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

Read the 'oi' story again.

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

10 minutes		25 Nigeria Primary minutes English 2		10 Nigeria Primary minutes English 2
Introduction		Main activity		Plenary
Group task		Pair task	Whole class teaching	Whole class teaching
Spread flash cards with the following words on the table: jumping skipping	Ask the groups to check they understand the word and then prepare a mime all together that shows the action.	Ask the pupils to open Nigeria Primary English 2, page 18 and look at the pictures with a partner for 5 minutes.	Read the story in Nigeria Primary English 2, page 18 and ask pupils to listen for any of the people they saw in the pictures.	Read the story again and ask the pupils to follow the words with their fingers as you read.
running dancing sitting looking walking	Ask the other groups to guess the word and then mime their own word for the rest of the class.	Ask the pupils to describe who they can see in the pictures, either in single words or sentences.	Ask if anyone can read any of the words or sentences that you have written on the chalkboard.	_
Pick one and mime the action written on the card.	_	Write their words and sentences on the chalk- board, reading them as	Ask the pupils to read the story alone and then with a partner.	_
Ask the pupils to guess the action.	_	you write.		

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

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Lesson title

Literacy lesson plans Primary 2

Term 1 Creating an effective learning environment

Week 2 People and places Day 4

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Doing things at home

Learning outcomes

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

Write some 'oi' words.

Retell a simple story through role play.

Ask and answer simple questions in English.

Teaching aids

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Before the lesson:

Have ready all the sound flash cards.

Make flash cards of 'oi' words.

Read Nigeria Primary English 2, page 18.

Letters and sounds

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15 minutes

Whole class teaching

Gather the pupils into a circle.

Put the 'oi' cards in the middle.

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

Repeat several times.

Write the sound 'oi' on the chalkboard.

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

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

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

Ask others to read different words.

Write the words on the chalkboard as pupils say them.

10 minutes	25 Nigeria Primary minutes English 2	10 Song minutes
Introduction	Main activity	Plenary
Group task	Group task	Whole class teaching
Write the word 'tortoise' on the chalkboard.	Ask the pupils in each group to read the story in Nigeria	Sing 'Head, shoulders, knees and toes' with the
Ask the pupils to look at the letters and make as many words as they can using only those letters. Give them an example: 'sit'.	Primary English 2, page 18. Ask each group to choose one person to be the mother and to remake the picture in the textbook.	whole class.
After 10 minutes ask each group to say how many words they have made.	Ask them to think of one thing that their person might be saying and tell the class.	
See which group has the highest number of words.	Let each group have a turn at showing their 'picture' and suggesting what the mother might say.	

Term 1 Creating an effective learning environment

Week 2 People and places Day 5

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Doing things at home

Lesson

title

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Learning outcomes Letters and sounds By the end of the lesson, most Whole class teaching pupils will be able to: Go outside. Recognise the sound 'oi' in Put the sound flash cards on a word. the ground and gather the pupils Read and write some 'oi' words. in a circle around them. Read and answer simple questions. Say a sound and ask pupils to find the correct card. **Teaching aids** Space the 'oi', 'ar' and 'qu' cards on the ground. Say a sound and tell the pupils to Before the lesson: run to the correct card. Have ready the sound flash cards. Repeat several times. Draw the grid shown opposite Return to the classroom. look at on the chalkboard containing the the grid and ask the pupils if they words: 'point', 'soil', 'spoil', 'oil', can see any words. 'coin', 'boil'. Write down as many words as they Read the rhyme 'Coming can find in the arid. to school' and identify the Ask the pupils: 'How many times rhyming words. is 'oil' written in the grid?' (five).

Ο

minutes

10 Rhyme		25 Nigeria Primary	10 Nigeria Primary
minutes		minutes English 2	minutes English 2
Introduction		Main activity	Plenary
Whole class teaching		Group task	Whole class teaching
Teach the pupils the rhyme 'Coming to school'. Ask if they understand its meaning. Explain that in this poem there are words that rhyme . That means that they sound the same as each other when you say them, eg: 'late', 'gate', 'eight' and 'four', 'door'.	 Write some CVC words on the chalkboard that rhyme, eg: 'bat', 'cat', 'mat'. Ask the pupils: 'Do the words rhyme?' 'Can you say another word that rhymes with them?' Write and read another list of words, this time including some that don't rhyme, eg: 'got', 'not', 'bat', 'dot'. 	Ask each group to work together to read and answer questions 1—7 in Nigeria Primary English 2, page 18, Exercise 1. While they are doing this go around each group and read the story in Nigeria Primary English 2, page 18 to them.	Ask the pupils to share the answers to questions 1—7 in Nigeria Primary English 2, page 18, Exercise 1.
	Ask the pupils to listen for the one that doesn't rhyme and be prepared to tell you which one it is when you have finished the list.		

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Week 3 People and places

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	Letters/sounds	Words/phrases	Assessment
(all	'er' sister herself silver letter river thunderstorm afternoon under corner number finger singer	working sometimes plant cooking helping breakfast hungry	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.
	'ue' due fuel rescue glue blue true value tissue		

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Term 1 Creating an effective learning environment

Week 3 People and places Day 1

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Doing things at home

Lesson

title

Learning outcomes

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

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

Retell a story through role play.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

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

Make a flash card 'er'.

Read Nigeria Primary English 2, page 26.

Letters and sounds

Story

minutes

Whole class teaching

Give each pupil a sound flash card.

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

er

Continue until all the sounds have been said.

Point to the 'er' words and read them.

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

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

Ask them to repeat it after you.

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

Ask pupils to draw a picture about the story.

10 Nigeria Primary minutes English 2	25 minutes	Nigeria Primary English 2	10 Nigeria Primary minutes English 2
Introduction	Main activity		Plenary
Whole class teaching	Group work	Whole class teaching	Whole class teaching
Ask the pupils to look at the pictures in Nigeria Primary English 2, page 26 and tell you in their local	Ask each group to prepare a role play of each picture and what everybody might say.	Read the story 'Doing things at home' in Nigeria Primary English 2, page 26 to the class.	Read the story again and ask the pupils to listen for the words you have mentioned.
Ianguage what they can see. Ask them these questions in English: 'Where are the people?' 'Who are the people?' 'What are they doing?'	Tell them they can talk in their local language, and also use any English words they might know.	Write the following words on the chalkboard: 'cooking', 'plants', 'kitchen', 'working', and 'farm'.	-
	Ask each group to show their role play to the rest of the class.	Ask the pupils to say what they understand by each word.	-
		Ask them to point to the head teacher's office	-

in the school.

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Term 1 Creating an effective learning environment

Week 3 People and places Day 2

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Doing things at home

Lesson

title

Learning outcomes

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

Recognise and write the sound 'er' in words.

Write simple sentences about a story.

Teaching aids

Before the lesson:

Have the sound flash cards ready.

Write the 'er' words on the chalkboard.

Letters and sounds

Story

minutes

Whole class teaching

Use the flash cards to quickly revise all the sounds.

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

er

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

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

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

Read the 'er' story.

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

10Nigeria PrimaryminutesEnglish 2	25 Nigeria Primary minutes English 2		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Whole class teaching	Group task	Whole class teaching
Ask the pupils to look at the picture in Nigeria Primary English 2, page 26 and ask them these questions: 'What is Obi doing?' 'What is Ada doing?' 'What is Mr Kalu doing?' 'What is Mrs Kalu doing?'	Read the story from Nigeria Primary English 2, page 26 while the pupils listen.	Ask each group to make up one sentence in English about the story.	Choose some pupils to read out the sentences on the chalkboard.
	Ask if any pupil can retell the story in their local language.	Write each group's sentence on the chalkboard.	
	Read the story again.	Ask each group to try and read the story, taking it in turns to read each sentence and helping each other when they are stuck.	
		Move round the groups and help them as much as possible.	

Term 1 Creating an effective learning environment

Week 3 People and places Day 3

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Doing things at home

Lesson

title

Learning outcomes Letters and sounds By the end of the lesson, most Whole class teaching pupils will be able to: Play the sound flash card game. Hear and write the sound 'er' Read the 'er' words with the pupils. in words. stamping the sounds in each Listen to and read a simple story word, eg: 's-i-s-t-er' (5 sounds), in English. 'c-or-n-er' (4 sounds). Ask pupils to say words after **Teaching aids** you and tell you how many sounds they can hear. Ask them to write each word as Before the lesson: you sound them out. Have ready the sound flash cards. Read the 'er' story. Write the following words on the Ask some pupils to take on the chalkboard: 'Nigeria', 'classroom', different roles in the story and act 'bell', 'ringing', 'standing', 'teacher', it out for the class. 'books', 'headmaster'. Ask pairs of pupils to say three Read Nigeria Primary English 2, 'er' words they have learned. page 26.

Story

minutes

er

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10 minutes	25 Nigeria Primary minutes English 2	10 minutes	
Introduction	Main activity		Plenary
Whole class teaching	Whole class teaching	Individual task	Pair task
Sit the pupils in a circle and go round the circle, asking each pupil in turn to tell you something they like doing at home.	Ask the pupils to help you read the words you have written on the chalkboard.Ask them to tell you any other words they know in English that are about doing things at home.Add those words to the list on the chalkboard as they say them.	Ask the pupils to draw a picture of their house and label it using the words on the chalkboard. While they are doing this, go around the class and ask as many individual pupils as possible to read the story to you.	Ask the pupils to share their pictures with a partner, reading the labels to each other.
	Read the story in Nigeria	_	

Primary English 2, page 26.

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Lesson title

Literacy lesson plans Primary 2

Term 1 Creating an effective learning environment

Week 3 People and places Day 4

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Doing things at home

Learning outcomes

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

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

Read a story in English.

Teaching aids

Before the lesson:

Have ready all the sound flash cards and six counters for each pupil.

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

Write the 'ue' words on the chalkboard.

Read Nigeria Primary English 2, page 26.

Letters and sounds

Story

minutes

Whole class teaching

Use the flash cards to quickly revise all the sounds.

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

ue

Point to the blue side and say 'blue'.

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

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

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

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

10 Song minutes	25Nigeria PrimaryminutesEnglish 2		10 minutes	
Introduction	Main activity		Plenary	
Whole class teaching	Whole class teaching	Pair task	Whole class teaching	
Ask the pupils to sing the song 'This is the way I ring the bell'.	Ask everyone to write down six words from the story about doing things at home.	Ask the pupils to read the story in pairs, helping each other with the difficult	Ask the pupils to say sentences about what they can see in the classroom.	
Ask them to make up other verses by completing the sentence 'This is the way I'	Read the story in Nigeria Primary English 2, page 26 while the pupils look and listen.	 words, and then ask and answer the questions in Nigeria Primary English 2, page 26, Exercise 2. 		
	Ask them to listen for the words they have written and cover them with a counter when they hear them.	While they are doing this move around the classroom and ask individual pupils to read the story to you. Choose those pupils who you did not have time to read with on Day 3.	-	

Term 1 Creating an effective learning environment

Week 3 People and places Day 5

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Doing things at home

Lesson

title

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Learning outcomes Letters and sounds By the end of the lesson, most Whole class teaching pupils will be able to: Put the sound flash cards on Read and write some 'ue' words. the floor and gather the pupils in a circle around them. Say words and sentences about a character in a story. Say a sound and ask pupils to find the correct card. **Teaching aids** Read the 'ue' story to the pupils and ask them to listen for the 'ue' sound. Before the lesson: Ask some pupils to role play Have ready the sound flash cards. the story. Read Nigeria Primary English 2, Read the 'ue' words with the page 26. pupils, clearly emphasising the sounds in each word, eg: <u>g–l–ue (3 sounds)</u>, f–ue–l (3), t-i-ss-ue (4). Ask them to write each word in their exercise books as you sound them out.

Story

minutes

er

10 minutes	25 minutes	10 minutes
Introduction	Main activity	Plenary
Whole class teaching	Individual task	Whole class teaching
Ask the pupils to tell you anything they remember about Obi's family.	Ask the pupils to draw a picture of Mr Kalu, Mrs Kalu, Ada or Obi.	Choose some pupils to show their picture to the class and read
Write their ideas on the chalkboard.	Ask them to write a sentence underneath their picture.	their sentence.
	Tell them that they will be asked to read the sentence they have chosen to the class.	
	While the pupils are completing this task, go around the class and ask individual pupils to read the story to you.	

Week 4 Numbers

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

Words/phrases

zero

one

two three

four

five

six

nine

ten

noun verb

preposition

seven eight 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.

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Lesson title

Literacy lesson plans Primary 2

Term 1 Creating an effective learning environment

Week 4 Numbers Day 1

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Counting objects

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

Recognise and say the sound 'ou'.

Use numbers confidently.

Learning outcomes

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Write the 'ou' words on the chalkboard.

Have ready a large square, triangle and circle.

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

Letters and sounds

Story

minutes

Whole class teaching

Use the flash cards to quickly revise all the sounds.

OU

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

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

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

Ask the pupils to join in.

Read the 'ou' story.

Ask groups of three to role play the story.

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

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10 minutes	25 minutes		10 Game minutes	
Introduction	Main activity		Plenary	
Whole class teaching	Group task		Whole class teaching	
Ask the pupils to use their fingers to count from 1—10. Lead them, showing	Read the list on the chalkboard and explain to the class that these	When the groups have had enough time, call them together and ask them	Teach the pupils how to play the game 'The yam is in the bag'.	If the 'cat' catches the 'rat' before the end of the third verse, sing: 'The cat
your own fingers. Show pupils the different	words are nouns because they name people, places or <mark>objects</mark> .	Encourage them to use in a circle.	Ask the pupils to stand in a circle.	 caught the rat'. If they don't catch the rat before the end of the verse, sing: 'The rat escaped the cat'. Play again, choosing different pupils to be the 'rat', 'cat' and 'yam'.
shapes in turn. For each one, ask if any-	Tell the pupils that each	eg: 'I can see two trees.'	Choose three pupils to be the 'yam', the 'rat' and	
one can tell you the number	group will be counting different objects.	Give as many pupils as	the 'cat'.	
of sides on the shape.	Give each group an object that you know they will be able to see examples of outside. Send them outside and ask them to go around the school grounds and count	possible a chance to speak.	Sing the first verse of the song, and ask the 'yam' to stand in the middle while you sing.	
		and	Sing the second verse and ask the 'rat' to pretend to eat the 'yam'.	-
	to answer the question, eg: 'How many trees can you see?'		Sing the third verse and ask the 'cat' to chase the 'rat' around the outside of the circle.	-

Lesson Story **0U** minutes title Learning outcomes Letters and sounds The face lesson plans By the end of the lesson, most Whole class teaching pupils will be able to: Flash the cards with the sounds Read and write words with the you have learned and ask the pupils effective learning 'ou' sound. to say them. Read the 'ou' story and ask the Write simple sentences in English. pupils to stand up when they hear the 'ou' sound. **Teaching aids** Write the sound 'ou' on the chalkboard and ask the pupils Before the lesson: to copy you by writing it in the air and on their desks. Have ready flash cards with the Read the 'ou' words with the pupils, sounds you have been learning. sounding them out carefully. Write the 'ou' sounds and pictures on the chalkboard. Ask pupils to draw a picture about the story. Read Nigeria Primary English 2. Ask them to write five 'ou' words page 46, Exercise 2. around the picture. Draw a face on the chalkboard with eyes, a nose, mouth, ears and hair. Write the numbers one to ten in words on the chalkboard.

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environment

Creating an

Literacy

Primary 2

Term 1

Week 4 **Numbers** Day 2

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10 Song minutes	25 minutes	Nigeria Primary English 2	10 Game minutes	
Introduction	Main activity		Plenary	
Whole class teaching	Whole class teaching	Pair task	Whole class teaching	
Lead the class in singing 'My head, my shoulders', making sure that they point to those parts of their body as they sing.	Explain that they will be looking at parts of the face today.	Ask pupils to look at Nigeria Primary English 2, page 46, Exercise 2.	Play the game 'Simon says'. Make sure that each of your commands asks the class	
	Show them the picture on the chalkboard.	Read the sentences, with the pupils following	to do something with the body parts they have used in the lesson, eg: 'Simon says touch your nose'. Include at least one command asking them to count, eg: 'Simon says use your mouths to count from one to five'.	
	Tell them the name of each part of the face and ask them to say the words with you.	in their books. Ask the pupils to take it in turns to read the sentences to each other,		
	Ask a pupil to stand up and show the class his or her eyes.	filling in the gaps. Ask pairs to write two sentences using the numbers on the chalkboard		
	Repeat with the other parts of the face.	and completing the starting phrase, 'My face has',		
	Ask how many parts of the face they have learned the words for.	eg: My face has two eyes. Ask some pairs to share their best sentence with the class.		

Lesson

Literacy lesson plans Primary 2

Term 1 Creating an effective learning environment

Week 4 Numbers Day 3

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What they did last Saturday

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Learning outcomes	Letters and sounds	
By the end of the lesson, most pupils will be able to:	Whole class teaching	
Recognise and spell words with the 'ou' sound.	Use the flash cards to quickly revise all the sounds.	
Know some everyday action words.	Read the 'ou' story to the pupils. Bring two pupils out to role play the story.	
Teaching aids	Read the 'ou' words with the pupils, emphasising the sounds	
Before the lesson:	in each word, eg: 'r–ou–n–d' (4 sounds).	
Have ready the sound flash cards. Write the 'ou' words on the chalkboard.	Ask them to say the words after you and tell you the number of sounds in each.	
Read Nigeria Primary English 2, page 3.	Ask them to write each word as you sound it out.	
	Read the story again and ask the pupils to point to the 'ou' words from the story that are on the chalkboard.	

15 minutes

| Story

ou

10 minutes	25 Nigeria Primary minutes English 2			10 Nigeria Primary minutes English 2
Introduction	Main activity			Plenary
Whole class teaching	Whole class teaching		Pair task	Whole class teaching
Tell the class what jobs you do at home, or what you did when you	Let the pupils look at the pictures in Nigeria Primary English 2, page 3 for about	Write the pupils' ideas on the chalkboard for them to look at.	Ask the pupils to talk about the story together and draw one thing that	Read out the questions in Nigeria Primary English 2, page 3, Exercise 1.
were a child. Ask the pupils to tell a partner five jobs that they	30 seconds, then tell them – to close their books. Ask them to tell their	Read the story in Nigeria Primary English 2, page 3 to the pupils and ask them	they heard in the story.	Ask the pupils to <mark>stand up</mark> if they think they know the answer to a question.
do at home. Say different tasks and ask pupils to stand	 partner three things they saw in the pictures. Ask them questions 	to listen for the things that Audu and Jubril do. Read it again. This time,		Ask one or two of the standing pupils for their answer.
up and mime them, eg: washing, sweeping.	about what they have seen taking place, eg: — 'What is the girl doing?'	each time you come to an action show pupils the action, eg: for Audu washing		Congratulate those who were right.
Ask if anyone does jobs at home that you haven't mentioned.	'What is the boy doing?'	his uniform, act as if you are washing clothes.		
Remind them that all of the <mark>action words are called verbs</mark> .	_	Read the story a third time and encourage pupils to do the actions with you.		

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Lesson

Literacy lesson plans Primary 2

Term 1 Creating an effective learning environment

Week 4 Numbers Day 4

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What they did last Saturday

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Learning outcomes	Letters and sounds
By the end of the lesson, most	Whole class teaching
pupils will be able to: Read and write words with the	Flash the cards with the sounds
'ou' sound.	you have learned and ask the pupils to say them.
Read numbers in words.	Write 'ou' and ask the pupils to join you in making the sound.
Teaching aids	Ask pairs to look around the room and find an 'ou' word.
Before the lesson:	Tell them to read the words to the class and praise their efforts.
Have ready sound and 0—9 flash cards.	Ask if anyone can read the sentence on the chalkboard.
Place the 'ou' flash cards around the room.	Read it with the pupils and explain its meaning.
Write 'The mouse is in the house.' on the chalkboard.	Ask a pupil to underline the 'ou' words in the sentence.
Have one counter for each pupil.	Ask them to copy the sentence
Write numbers 0—9 in words on flash cards and on the chalkboard.	and draw a picture.

15 minutes

10 Game minutes	25 Nigeria Primary minutes English 2	10 Rhyme minutes
Introduction	Main activity	Plenary
Whole class teaching	Pair task	Whole class teaching
Read the numbers on the chalkboard. Point to different numbers	Read the class the story in Nigeria Primary English 2, page 3.	Say the rhyme 'Coming to school' with the class.
and ask the pupils to tell you what they are.	Ask each pair to choose one of the actions in the	
Play a counter game: give each pupil a counter	story and prepare to show it to the rest of the class.	
and arrange the pupils in a circle.	Ask each pair to show their action and the rest	
Put all the number cards in the centre.	of the class to guess what they are doing.	
Point to a pupil and call out a number. The pupil must put his or her counter on the appropriate card.	Ask each pair to complete Nigeria Primary English 2, page 3, Exercise 2 in their exercise books.	
	While they are doing this, move around the class and read the story 'What they did last Saturday' with as many pairs as you can.	

Lesson title

Literacy lesson plans Primary 2

Term 1 Creating an effective learning environment

Week 4 Numbers Day 5

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What they did last Saturday

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Learning outcomes	Letters and sounds
By the end of the lesson, most pupils will be able to:	Whole class teaching
	_ Gather the pupils around you.
Read and write some words with the 'ou' sound.	Put the flash cards on the floor so that the pupils can see
Order words to make sentences.	the words.
Read a simple story in English.	Say a word and ask a pupil to find it.
Teaching aids	Repeat until they have all had a turr
	Let some pupils say a word for
Before the lesson:	the others to find.
Write the numbers zero to ten	- Write 'ou' on the chalkboard.
in words on the chalkboard.	Say the sound with the pupils.
Have sets of flash cards with 'er',	- Tell the pupils to write it in the air,
'ue' and 'ou' words on.	on their backs and on their desks.
Write on the chalkboard:	 Ask the pupils to copy the
$fm _ _ th, cl _ _ d, h _ _ se,$ r nd'.	words from the chalkboard and put in the missing letters.
	Ask them to draw a picture to explain each word.

15 minutes

10 minutes	25 Nigeria Primary minutes English 2			10 minutes
Introduction	Main activity			Plenary
Whole class teaching	Whole class teaching			Whole class teaching
Tell the class that they are going to write number	Ask the pupils to tell you as many <mark>action words</mark>	sentences with the words	Ask them to underline the verbs in their sentences.	Ask the pupils to role play an action and ask the rest
words from zero to ten with you.	(verbs) as they can remember which appear	in the wrong order on the chalkboard and ask pupils	room and read the story with as many pupils as you can, starting with the	 of the class to say what they are doing.
Ask pupils to look at the numbers from zero to ten on the chalkboard for 2 minutes, trying to learn how to spell them.in the story 'What they did last Saturday' in Nigeria Primary English 2, page 3.Cover up the number words on the chalkboard and give the pupils 5 minutes to write as many number words asWrite the list of verbs on the chalkboard.	last Saturday' in Nigeria Primary English 2, page 3. Write the list of verbs on	to try and write them in the correct order in their exercise books:		
		"washed Audu uniform his." 'school they to did not go."		
	'played Jubril with friends his football.'	on Day 4.		
		 'sing Audu likes dance and to.' 'did things they at many home.' 		
they can, from zero to ten.	y can, from zero to ten. 'did thing			
Ask them to say how many they have written. Write the words on the chalkboard for pupils to check.				

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Week 5 Letters and words

Subject English Topics 13 can be chort Autor at all 6 of Maria 19 a short fait 1 he roise short fait 1

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Tonyistinger 9" March Subject Franker 9" March Subject Franker og sides This 15 a sone II basker B This is a sone II basker B This is a port Pencil This is a shore pencil This is a shore pencil

Mit

	Le	tter	'S/S(oun	ds
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Words/phrases

Tricky words'	vowel
we	big
me	bag
he	her
be	hat
she	sad
	sit
	rug
	rat

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.

Assessment

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Lesson title

Literacy lesson plans Primary 2

Term 1 Creating an effective learning environment

Week 5 Letters and words Day 1

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Learning about the alphabet

Learning outcomes

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

Know some simple CVC words.

Identify vowels in a word.

Teaching aids

Before the lesson:

Write these sentences on the chalkboard: 'He shouts at me.' 'She is sad.' 'Let me in the house.' 'We run fast.' 'The dog needs to be fed.'

Have ready a piece of paper for each group.

Letters and sounds

minutes

Whole class teaching

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

we me he be she

Read the words while the pupils look and listen.

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

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

Ask the pupils to underline the 'e' words.

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

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

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

10 minutes	25 Nigeria Primary minutes English 2		10 Rhyme minutes
Introduction	Main activity		Plenary
Whole class teaching		Group task	Whole class teaching
Ask pupils if they can remember how many letters are in the alphabet. Lead them in writing each letter as large as possible in the air using their: right hands for a—f left hands for g—I right feet for m—q left feet for r—v heads for w—z Tell the class that, out of the 26 letters of the alphabet, there are five special ones. Ask if anyone knows which letters are the vowels .	Ask five pupils to come to the front of the class. Ask each one to use their body to make the shape of a vowel: a, e, i, o, u. Point to the vowels in turn and say the sounds. Ask the class to say the sounds with you.	 Give each group one vowel and ask them to write down as many words as they know which contain that letter. Tell them to look at the story in Nigeria Primary English 2, page 3 to help them start. Ask each group to choose two words and make a simple sentence with each. While they are doing this move around the classroom and read the story 'What they did last Saturday' in Nigeria Primary English 2, page 3 with each group. 	Say the rhyme 'Coming to school' with the pupils.

Lesson title		15 we me he be she minutes		
Using vowels	Learning outcomes	Letters and sounds		
	By the end of the lesson, most pupils will be able to:	Group task Read the words 'we', 'me', 'he		
	Form and read sentences with the words: 'we', 'me', 'he', 'be', 'she'.	 'be', 'she' on the chalkboard. Ask the pupils to say the word with you. 		
	Make some CVC words.	Give each group a different picture from the one they drew themselves on Day 1.		
	Before the lesson:	Try not to let the other groups see the picture.		
	Write the following words on the chalkboard: 'we', 'me', 'he', 'be', 'she'.	Ask the groups to read the sentence by the picture and practise a role play for the sentence.		
	Have ready the pictures the pupils drew yesterday.	Ask each group to do their role play.		
	Write the sentences from Day 1 on the chalkboard.	Ask other pupils to guess the sentence they think the rol		
	Make a flash card like the one opposite for each group and draw a copy on the chalkboard.	- play is about.		

Literacy lesson plans Primary 2

Term 1 Creating an effective learning environment

Week 5 Letters and words Day 2

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10 minutes	25 minutes	Nigeria Primary English 2	10 minutes	
Introduction	Main activity		Plenary	
Whole class teaching	Group task	Group task	Whole class teaching	
Ask pupils how many vowels	Show the class the	Ask pupils to write six	Ask each group to say	Flash card
they learned yesterday. Ask if anyone can remember all of the vowels.	table on the chalkboard.words they have made in their exercise books, then read them to someone in their group.Show them how they can make a word by drawing lines between the letters as in the diagram on the right.words they have made in their exercise books, then read them to someone in their group.Remind them that not every combination will make a word.words they have made in their exercise books, then read them to someone in their group.Give each group their own flash card.While they are doing this	their exercise books, then read them to someone in their group. Remind them that	how many words they made and read some out for everyone to hear.	b a d
				h e g
				r i p s o r
				u t
			Making words	
		While they are doing this		
	Ask them to use it to make as many words as they can.	move around the classroom and read the story 'What they did last Saturday' in Nigeria Primary English 2, page 3 with each group.		b a d h e g r i p s o r u t

Term 1 Creating an effective learning environment

Week 5 Letters and words Day 3

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Spelling threeletter words

Lesson

title

Learning outcomes Letters and sounds By the end of the lesson, most Whole class teaching pupils will be able to: Take the pupils outside and ask Identify three-letter words them to stand in groups. confidently. Hold up a sound flash card and Write simple sentences containing ask the first group to say it. three-letter words. If the group is correct, they keep Read a simple story in English. the card. If not, tell them the sound and put it to the back of the pile. **Teaching aids** Repeat with the other groups. The group with the most cards wins. **Before the lesson:** Quickly show the word flash cards and ask the pupils to say the Make flash cards for the words words loudly and then quietly. 'we', 'me', 'he', 'be' and 'she'. Read the sentences from Day 1. Have ready the sound flash cards. Read them again slowly and Read Nigeria Primary English 2, ask the pupils to write them in their page 7. exercise books.

Game

minutes

we me he be she

10 Game minutes	25 Nigeria Primary minutes English 2			10 minutes
Introduction	Main activity			Plenary
Whole class teaching	Whole class teaching		Pair task	Whole class teaching
Play 'Hangman' on the chalkboard, using only three-letter words.	Tell the class that they will listen to a story that contains some three-letter words	Each time a pupil puts their hand up, ask which three-letter word they	Ask the pupils to count the number of three-letter words in the story.	Ask pairs to read their sentence with the class.
Write the vowels on the chalkboard and tell pupils that they should choose one of those	 with vowels in the middle. Ask pupils to listen carefully and read the story in Nigeria Primary English 2, page 7. 	have heard. Ask them the question: 'Does that word have a vowel in the middle?'	Ask them to choose a three-letter word and count how many times it is used in the story.	
letters first as one of them is in almost every word in the English language. Ask them to follow the story while you read it.	Ask pupils to choose one of the three-letter			
Play again.	- Read the story again, slowly and clearly. Tell the		words and make a sentence containing that word.	
	class that this time, if you read a three-letter word, they should put their hand up.		While they are doing this, move around the pairs and read the story with as many of them as possible.	

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Term 1 Creating an effective learning environment

Week 5 Letters and words Day 4

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Lesson title

Sara's day

Learning outcomes

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

Read the 'e' words.

Blend sounds to make words.

Identify three-letter words.

Teaching aids

Before the lesson:

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

Have ready the sound flash cards.

Read Nigeria Primary English 2, page 69.

Letters and sounds

Game

minutes

Whole class teaching

Play the sound game from Day 3.

we me he be she

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

Give each pair the blank cards.

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

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

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

Remind the pupils of these sounds.

Ask them to write these sounds on the larger cards.

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

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

10 minutes	25 Nigeria Primary minutes English 2		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Whole class teaching	Pair task	Whole class teaching
Ask the pupils to think about what they do in the morning when	Ask the pupils to look at the picture in Nigeria Primary English 2, page 69.	Ask the pupils to choose a three-letter word and make two or three sentences	Choose some pairs to read their sentences to the class.
they wake up. Write some of their ideas on the chalkboard.	Ask them to talk about what they can see.	containing that word. While they are doing this, move around the pairs and read the story with pupils you haven't read with this week.	
	Ask them to follow the story while you read it.		
	Read the story again and tell them to put their hand up when you read a three-letter word.		
	Each time a pupil puts their hand up, ask which three-letter word they have heard.		

Term 1 Creating an effective learning environment

Week 5 Letters and words Day 5

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Numbers

Lesson

title

Learning outcomes

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

Read and write sentences with 'e' words.

Write the numbers 1—10 in words.

Teaching aids

Before the lesson:

Prepare two blank cards for each pair of pupils.

Write:

'He shouts at me.' 'Let me in the house.' 'She is sad.'

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

Draw the numbers 1—10 on the chalkboard and write each number in words. 15 we me he be she minutes

Letters and sounds

Whole class teaching

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

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

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

Give each pair the blank cards.

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

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

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

10 minutes		25 minutes		10 minutes	
Introduction		Main activity		Plenary	
Whole class teaching		Group task		Whole class teaching	
Take the class outside and ask them to stand in	Then ask if any pupils can write the number in	Take the class back inside. Give each group a sheet	Ask them to write the number in words around	Ask each group to show their card to the class.	
a circle.words in the air. If they can, ask them to lead the class in writing the number's name.a number between one and ten.If no pupils feel confident in writing the number	of paper and a number	the number. Every person in the group	Ask each group in turn to lead the class in writing their		
	•	Ask them to draw their	should write the number's name, so it should be	number in the air.	
	 number in the middle of the piece of card or paper. 	written several times. Any groups that finish	Display the numbers around the classroom.		
When you call out a number, the pupils must arrange themselves in a group of that number.	in words, you lead them. Write each number in words in the air several times. Call out different numbers.		quickly can decorate their number with colours or pictures, then if necessary give them another number to do so that all the numbers from 1—10 have been written.		
Any pupils who cannot be in a group should stand with you.	The last number you call out should put the class into groups.				
Each time the pupils have made groups, lead them in drawing the number in the air as large as possible.	Tell the pupils that they will now be working in those groups.				

Credits

Special thanks go to:

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. 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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