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Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Weeks 16—20

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Literacy lesson plans Primary 2 Term 2 Creating opportunities for classroom talk

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



#### Introduction

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 you 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 qualified and unqualified 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.

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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.

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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 LGEA-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

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Wada Zakari **Executive Chairman** SUBEB Kano State

Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

# Introduction Creating opportunities for classroom talk

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Weeks 16—20

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#### **Classroom talk**

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

They should experience lots of different types of talk, in pairs, small groups, and within the whole class, eg: Having conversations between themselves and with adults in the school.

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

Answering questions.

Telling stories.

Taking part in role play.

Expressing opinions.

Explaining how to do something.

Giving instructions.

Solving problems.

Sharing ideas.

Retelling experiences.

Singing songs.

Saying rhymes.

These are all included in the literacy lesson plans.

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

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

When you ask a question, count to 15 in your head before you choose someone to answer. This gives all pupils the chance to think of something to say, not just the 'quick thinkers'. When you ask a question, give the pupils 2 or 3 minutes to discuss the answer with a partner before putting their hands up.

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

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

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Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

## Introduction Songs and stories for the term

Weeks 16—20

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The naughty monkey		Days of the week	Months of the year	5 naughty monkeys
One afternoon in January, Amir went to Omar's father's shop to buy bread and butter because he was hungry. He didn't see the monkey hiding in the tree near the shop.	<ul> <li>He went into the shop and bought two slices of bread and stored them safely in his basket, which he carried home on his head.</li> <li>Suddenly, the monkey jumped out of the tree and grabbed the bread and butter. He ran back to the tree and sat high above Amir, eating and laughing because he was so clever. Amir shouted at the monkey because he was angry, but the monkey did not bring back the food.</li> </ul>	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.	30 days have September, April, June and November / All the rest have 31, except February alone – 28 days clear and 29 each leap year.	<ul> <li>5 naughty monkeys jumping on the bed /</li> <li>1 fell off and bumped his head /</li> <li>Mummy called the doctor, The doctor said /</li> <li>'No more monkeys jumping on the bed' /</li> <li>4 naughty monkeys</li> <li>3 naughty monkeys</li> <li>1 naughty monkey</li> </ul>
	So Amir went back home crying because he had nothing to eat for lunch.			

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Literacy lesson plans Primary 2	My head, my shoulders	Happy!	The clapping rhyme	lf I had two wings like a bird
Term 2 Creating opportunities for classroom talk Weeks 16—20	My head, my shoulders, my knees, my toes / (sing three times, pointing to the part of the body mentioned as you sing)	l'm happy, happy, happy in the morning / (s-t-r-e-t-c-h) l'm happy, happy, happy at night / (mime sleeping)	(Pupils stand in a circle and do the actions) Clap in, clap out / Clap up, clap down / Clap over, clap under /	If I had two wings like a bird / If I had two wings like a bird / I would fly, fly up high / Over the mountains,
	All belong to me. (raise hands up in the air)	I'm happy, happy, happy when I write / (mime writing)	Clap all around.	over the seas / And fly back to my sweet home.
		I'm happy, happy, happy in the sun / (make a big sun with arms)		
		l'm happy, happy, happy in the rain / (wiggle fingers)		
		I'm happy, happy, happy when I come to school / (hold hands around a circle and walk towards the centre of the circle)		
		And happy to go home again. (hold hands and walk backwards to original positions in the circle)		

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Under the table	lf you're happy and you know it		Head, shoulders, knees and toes	
On the table, put your hand on the table / Under the table, put your ball under the table / Inside the pot, put your food inside the pot / Inside the class, put your bag inside the class.	If you're happy and you know it clap your hands, (clap clap) / If you're happy and you know it clap your hands, (clap clap) / If you're happy and you know it and you really want to show it, if you're happy and you know it clap your hands. (clap clap) If you're happy and you know it stamp your feet, (stamp stamp) / If you're happy and you know it stamp your feet, (stamp stamp) / If you're happy and you know it and you really want to show it, if you're happy and you know it stamp your feet. (stamp stamp)	If you're happy and you know it nod your head, (nod nod) If you're happy and you know it shout 'we are' ('we are') If you're happy and you know it do all four (clap clap, stamp stamp, nod nod, 'we are')	<ul> <li>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)</li> <li>(Touch head silently), shoulders, knees and toes, knees and toes / (Touch head silently), shoulders, knees and toes, knees and toes, knees and toes, knees and toes, knees and toes, knees and toes, knees and toes / and eyes and ears and mouth and nose / (Touch head silently), shoulders, knees and toes, knees and toes.</li> </ul>	(Touch head silently, touch shoulders silently), knees and toes, knees and toes / (x2) (Continue until all the parts of the body are silent then sing it once through again very fast, with the words).

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Week 16 Months of the year

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Letters/sounds	Words/phrases	Assessment
'er' father mother teacher ruler paper painter hunter enter	January February March April May June July August September October November December month Jast	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.
	swept gave rang	
	sang	

#### \_esson

Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 16 Months of the year Day 1

## Months of the year

Learning outcomes

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

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

Say the names of the months of the year.

Read the names of the months of the year.

**Teaching aids** 

**Before the lesson:** 

Write the letters 'er' on the chalkboard.

Write the words containing 'er' on the chalkboard.

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

minutes

#### Whole class teaching

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

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

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

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

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

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10 minutes	25 minutes			10 minutes
Introduction	Main activity			Plenary
Group task	Whole class teaching		Pair task	Whole class teaching
Ask each group to discuss the names of the months of the year and see how many they can remember.	Ask each group to tell you the name of one the months of the year.As they tell you, write the names along the bottom of the chalkboard in the order that they say them.Ask the pupils to stand in a circle and put the months of the year flash cards face down in the middle.Ask one pupil to take a card, look at it then read out the first letter only.	Get the rest of the class to guess which month it is. Ask a pupil to put the card underneath the same word written on the chalkboard. Continue until every month is matched.	<ul> <li>Give each pair a card and ask them to read the name of the month.</li> <li>Ask them to tell each other, in their local language,</li> <li>one thing they know about that month, eg: an event, a change in the weather.</li> <li>Ask them to draw a picture of it in their exercise books.</li> <li>Tell them to look closely at the way the month name is written, talk to each other about the letters it contains and then turn the card face down and try to write the word underneath their picture.</li> <li>Ask them to check that they have spelled it correctly.</li> </ul>	Ask the pupils to bring out their months cards. Tell them to stand in the correct order from January to December. Try not to tell them the answers.

#### Lessor title

Literacy lesson plans Primary 2

#### Term 2 Creating opportunities for

classroom talk

Week 16 Months of the year Day 2

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# Sequencing months of the year

Learning outcomes	Letters and sounds
By the end of the lesson, most pupils will be able to: Break 'er' words into sections to read them. Read and sequence the months.	Whole class teachingAsk the pupils to tell you what sound the letter combination 'er' makes.Ask them to copy the words on the chalkboard and read them to the person sitting next to them.
Teaching aids	Explain that when you are reading it can sometimes help to break words up into smaller pieces.
Before the lesson: Make flash cards containing the letters 'er'. Write the following on the chalk- board: 'teach', 'print', 'sing', 'und', 'ov', 'ent', 'pap'.	Explain that the words that they have written in their exercise books are parts of longer words which have the letters 'er' at the end. Ask them to write the letters 'er' at the end of each word.
Find the months of the year flash cards.	Ask them to read each part of the word and then put them together ie: 'teach–er' = teacher.

15 minutes

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10 minutes	25 minutes			10 minutes
Introduction	Main activity			Plenary
Whole class teaching	Whole class teaching		Pair task	Whole class teaching
Hand out the flash cards containing the months of the year.	containing the months of in a circle and give the the bottom of the he year. month flash cards to the board so that al	Place the flash cards along the bottom of the chalk- board so that all the pupils	Ask the pupils to ask each other, and answer, three questions about	Ask one or two pupils to say their questions and answers in front of the rest
Ask the pupils who are holding them to stand in the correct order, while	<ul> <li>pupils to hold.</li> <li>Ask them questions about the months, eg:</li> </ul>		the months of the year using the starting phrase: 'Say the names of the months of the year that <u></u> '	of the class.
the rest of the class helps.	'Say the names of the months that begin with the letter 'J'.'			
that h 'Say th month	'Say the names of the months that have a 'y' at the end.'			
	'Say the names of the months that have the letters 'er' in them.'			
	'Say the names of the months that have 30 days in them.'			

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Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 16 Months of the year Day 3

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## Months of the year

### Learning outcomes

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

Recognise words which end with 'er'.

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

**Teaching aids** 

#### **Before the lesson:**

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

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

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

#### **Letters and sounds**

er

minutes

Whole class teaching

Write 'er' on the chalkboard.

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

Read the words to the class.

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

Ask the pupils to find the hidden words.

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

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

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

10 minutes	25 minutes	Game	10 Rhyme minutes	
Introduction	Main activity		Plenary	
Whole class teaching	Whole class teaching		Individual task	
Write the starter phrase	Ask the pupils to open their	Put the flash cards face	Ask the pupils to say	Word search
on the chalkboard: 'The month of March has'	exercise books and divide one page into six squares.	down on your table.	the 'Months of the year' - rhyme with you.	r f a t h e
Ask the pupils to copy it	Ask them to choose the	Ask a pupil to come out, turn one card over and	,	IkIeepjcgado
into their exercise books	names of six months of the ce. year and write one month	read it so the rest of the class can hear.		I t h c a v
and complete the sentence.				oluhte underr
Ask one or two pupils to	- in each square.	If a pupil has that month written in one of their	-	v r r r s d
read out their sentence for the rest of the class.	When they have done this, ask them to swap their exercise books with the person sitting next to them. Ask them to check the spelling and make sure that they can read the names	squares, ask them to cover it with a stone.		father under over
		When a pupil has covered	-	teacher
		every word with a stone they should shout out 'six months'.		
	of the months that the other person has written.	Declare them the winner and start the game again.	-	
		Play three times.	-	

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#### Lesso title

Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 16 Months of the year Day 4

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# Yesterday was different

Learning outcomes

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

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

Use the past tense to make simple sentences.

Recognise that full stops mark the end of a sentence.

#### **Teaching aids**

#### **Before the lesson:**

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

Read Nigeria Primary English 2, page 94.

#### Letters and sounds

er

minutes

#### Whole class teaching

Write 'er' on the chalkboard.

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

lett-er

und-er

ov-er

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

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

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

10Nigeria PrimaryminutesEnglish 2	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Group task	Whole class teaching	Pair task
Remind the pupils that they have been learning about putting sentences into the past tense in recent weeks.	Give each group 5 minutes to make up a simple role play which tells the story they	Ask the pupils to finish the following sentence: 'Last month I'	Ask one or two pupils to come out and read the sentences for the rest of the class.
Ask if they can remember any words that show that something happened in the past, eg: yesterday, last week.	have just heard. Ask each group to show their role play to the whole class.	Remind them that they are talking about something that happened in the past, so they should use an ed word to complete the sentence, eg:	
Read 'Yesterday was different' in Nigeria Primary English 2, page 94.		'Last month I shout <mark>ed</mark> loud.' Write their sentences on the chalkboard so they can see how they are written.	
		Explain to them that at the end of every sentence there should be a full stop, eg: 'Last month I jumped high.'	

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Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 16 Months of the year Day 5

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# Yesterday was different

#### Learning outcomes

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

Write words containing 'er'.

Use the past tense to make simple sentences.

**Teaching aids** 

#### **Before the lesson:**

Read Nigeria Primary English 2, page 94 and and make sure that all of the past tense verbs from the story are on the chalkboard.

#### Letters and sounds

er

#### Whole class teaching

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

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

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

10 Nigeria Primary minutes English 2	25 minutes	Nigeria Primary English 2	10 minutes
ntroduction	Main activity		Plenary
Whole class teaching	Whole class teaching	Pair task	Whole class teaching
Read the story 'Yesterday was different' in Nigeria Primary English 2, page 94 to the class.	Explain to the pupils that some verbs in the story are in the past, but they do not end in 'ed'.	tory are her partner the following	Ask a pupil to read out each sentence and tell the other pupils to check they have chosen the correct word.
Ask them to find the words ending with 'ed' in	different, eg: at $go \Rightarrow went$ that $stand \Rightarrow stood$ n action $come \Rightarrow came$	finish the question: 'What did you do in?'	
the story.		Ask them to answer using the phrase and the	
Remind the pupils that these are verbs and that		verbs above: 'In I'	
they change when an action happens in the past.		Tell the pupils to copy the sentences on the chalkboard into their exercise books.	
Ask them to cover the 'ed' at the end of each word and	Ask the pupils the question:	Ask them to choose the	
read the word without 'ed', 'V eg: play, watch. ii Ā	'What did you do	word which fills the gap.	
	in December?'	Remind them to put	
	Ask them to use 'went' to finish the sentence:	a full stop at the end of each sentence.	
	'In December I <u></u> '	While they are doing this, go around each pair and read the story with them.	

Week 17 At the shop

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Let	ters/	'sour	<b>Ids</b>

Words/phrases

Assessment

'ch' chair bench chalk cheek lunch branch chain chart

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post office town many visiting sugar tea rice beans milk Do you have any \_\_\_? Have you got

any \_\_\_?

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

Term 2 Creating opportunities for classroom talk

**Week 17** At the shop Day 1

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## Titi at Mr Obi's shop

## By the end of the lesson, most Whole class teaching pupils will be able to: Say the sound that the letter combination 'ch' makes in a word. Listen to a simple story in English. **Teaching aids Before the lesson:** Write the words containing 'ch' on in each word. the chalkboard. Look at Nigeria Primary English 2, page 72, and make 'ch' as in 'children'. sure you can read it easily.

Letters and sounds

Song

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

ch

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

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

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

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

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

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Learning outcomes

10 Nigeria Primary minutes English 2	25 minutes	10 Nigeria Primary minutes English 2
Introduction	Main activity	Plenary
Whole class teaching	Group task	Whole class teaching
Ask pupils to look closely at the picture in Nigeria Primary	Give each group one of the tasks below:	Read 'Titi at Mr Obi's shop' in Nigeria Primary English 2,
English 2, page 72, and discuss it with a partner.	Draw the people inside the shop.	page 72 to the class.
Ask pupils the following questions:	Write a list of the items you see inside the shop.	
'Who can you see in the shop?'	Ask all the groups to exchange their work	-
'What is he doing?'	to see what the other groups have written/drawn.	

#### Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 17 At the shop Day 2

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## Titi at Mr Obi's shop

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Learning outcomes	Letters and sounds
By the end of the lesson, most pupils will be able to: Say the sound that the letter combination 'ch' makes in a word.	Whole class teaching Say the sound made by the letter combination 'ch'.
Read a simple story in English.	Ask pupils to mention words containing the letters.
Identify the main events in a story.	Write the words on the chalkboard as they are mentioned.
Teaching aids	Read the words and ask the pupils to read them after you.
Before the lesson:	Ask individual pupils to make a sentence containing each word.
Make key words flash cards.	
Read Nigeria Primary English 2, page 72.	

ninutes **Ch** 

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10 Song minutes	25 Nigeria Primary minutes English 2		10 minutes
Introduction	Main activity	Main activity	
Whole class teaching	Pair task		Whole class teaching
Ask the pupils to stand in a circle at the front of the classroom.	As the pupils to discuss what they remember about the story you read yesterday.	Ask the pupils to draw two things in Mr Obi's shop. Ask them to make up	Ask each pair to show their picture to the rest of the class and say one sentence to describe their picture.
Sing: 'My head, my shoulders' and do the actions with the pupils.	Read 'Titi at Mr Obi's shop' in Nigeria Primary English 2, page 72 to the class.	a sentence that they can say to the rest of the class about their picture.	
Flash the cards with the key words and ask the pupils to tell you what each word says.	Ask each pair to read the story together, trying to work out the words they don't understand by sounding out the letters.	While they are drawing, walk around the class and help each pair to read the story.	

Lesson title		15 Game <b>Ch</b>			
The naughty monkey	Learning outcomes	Letters and sounds			
	By the end of the lesson, most pupils will be able to:	Whole class teaching			
	Recognise the letter blend 'ch' in a word.	<ul> <li>Play 'hangman' using two or three words which contain the letter blend 'ch'.</li> </ul>			
	Ask and answer questions about the story.				
	Teaching aids				
	Before the lesson:				
	Draw the sentence box on the chalkboard as shown below.				

Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 17 At the shop Day 3

Sentence box

Amir bought bread and butter The monkey grabbed the bread Amir cried	it was naughty he had nothing to eat for lunch he was hungry

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10 Story minutes	25 Story minutes			10 Song minutes
Introduction	Main activity			Plenary
Whole class teaching	Whole class teaching		Individual task	Whole class teaching
Read the story 'The naughty monkey'.	Ask the pupils, in groups, to role play the story. Explain that because is used to join two sentences together to explain why something happened, eg: 'The monkey laughed because he was so clever.'	<ul> <li>Ask the pupils some questions which use the</li> <li>word 'because' in the answer, eg:</li> <li>'Why did Amir go to the shop?' (Amir went to the shop because he wanted to buy some bread and butter).</li> </ul>	Explain the sentence box on the chalkboard and ask each pupil to use it to write two sentences about the story in their exercise books.	Ask three pupils to read their sentences out to the class. Sing '5 naughty monkeys'.
		'Why did Amir shout at the monkey?' (Amir shouted at the monkey <mark>because</mark>		

he was angry).

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#### Lesson title

Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 17 At the shop Day 4

## I wish I had bought

## Learning outcomes

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

Write the letters 'ch' in a word.

Write words in simple sentences.

Ask and answer simple questions in the past tense.

#### **Teaching aids**

#### **Before the lesson:**

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

Write the following words on the chalkboard: 'bought' 'a' 'wish' 'J' 'had' 'J'

#### Letters and sounds

<sup>15</sup> minutes **Ch** 

#### Whole class teaching

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

Let pupils identify the letters common to all the words.

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10 minutes		25 minutes	10 minutes
Introduction		Main activity	Plenary
Whole class teaching		Individual task	Whole class teaching
Remind the pupils that some verbs are different when they are in the past tense and that last week	Ask them to answer using the starter phrase: 'When I went to the shop I <mark>bought</mark> <u>'</u>	Ask each pupil to write and draw two items they wish they had bought from the shop.	Let each pupil read their sentence to the class.
they learned about the verb 'go' changing to 'went'.	Write on the chalkboard two or three of the	Write a list of their ideas on the chalkboard.	_
Explain that 'buy' changes to 'bought' in the past tense. Explain that bought is	sentences that they say, and ask the pupils to read them out loud.	Tell them to write a sentence using their word and the words:	_
a word you use when an event happened in the past, ie: buy $\rightarrow$ bought	Ask them what you put to mark the end of the sentence, ie: a full stop.	- 'bought' 'a' 'wish'	
Ask individual pupils to answer the question: 'What did you buy last		'l' 'had' 'l'	
week in the shop?'		Remind them to put a full stop at the end of their sentence.	_

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Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 17 At the shop Day 5

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## Word spelling

## By the end of the lesson, most pupils should be able to: Write simple sentences with words containing the sound 'ch'.

Spell a selection of words correctly.

#### **Teaching aids**

#### **Before the lesson:**

Learning outcomes

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

Write the key words on the chalkboard.

#### Letters and sounds

Game

#### Whole class teaching

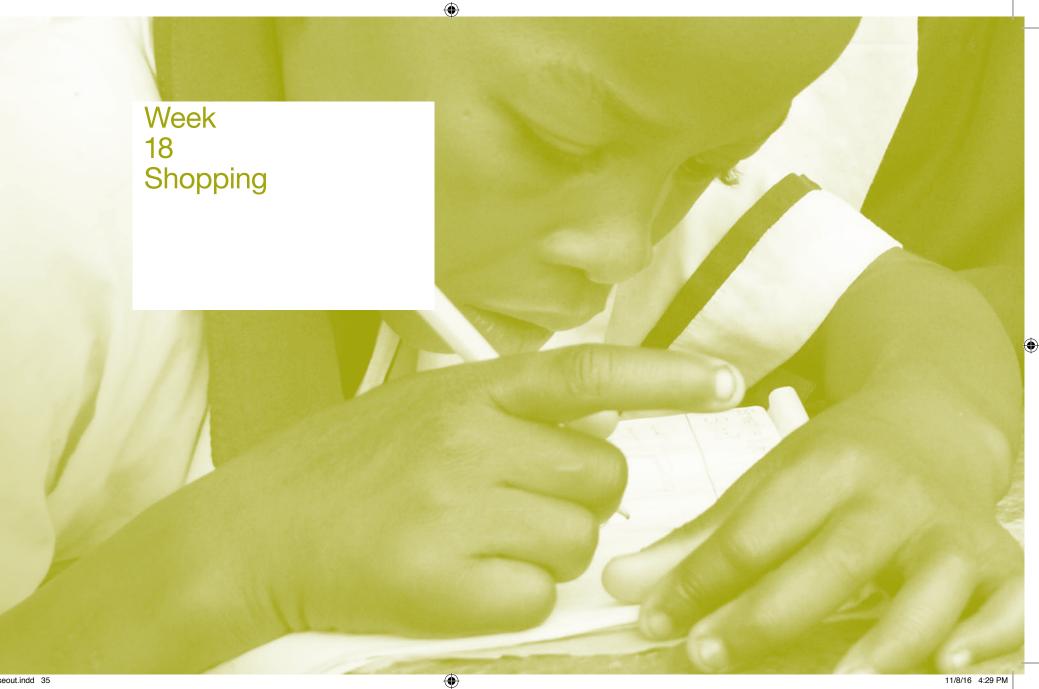
Explain to the pupils that you are going to give them an instruction. If you start the instruction with 'Simon says' they should follow the instruction. If you just give an instruction they should remain still. If they move when you have not started your sentence with 'Simon says' they have to sit out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

ch

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

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

10 minutes	25 minutes		10 minutes	
Introduction	Main activity		Plenary	
Whole class teaching	Individual task	Pair task	Whole class teaching	
Flash the cards one at a time and ask the pupils to read them.	Arrange all the cards face down on the table in front of the class.	Put flash cards on pupils' desks and ask each pair to take a card and spell the	Ask one or two pupils if they can put the words into a sentence.	
to pick one can it and spell the the class. Ask pupils to sp key words on th and ask another rub off the word	Ask one pupil at a time to pick one card, show it and spell the word to the class.	word to each other. Swap the cards among various pairs, with each pair spelling words to		
	Ask pupils to spell the key words on the chalkboard and ask another pupil to rub off the words as they	their partner. Retrieve the cards and ask the pupils to open a page in their exercise book.	-	
	are being spelled.	Ask pupils to write as you dictate the words.	-	



Letters/sounds

'ear'

Words/phrases

rice

Assessment

near fear clear ear hear 'ing' swimming jumping running shopping eating walking planting drinking selling buying

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eggs yam beans bread leg bottles matches tea cold drinks sugar soap Why? How many? How much? Do you have? I would like to buy 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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Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 18 Shopping Day 1

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# **Audu visits Baba**

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

Learning outcomes

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

Make simple sentences using the sentence connective 'because'.

**Teaching aids** 

### **Before the lesson:**

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Write the following on the chalkboard: 'n \_\_\_', 'f \_\_\_', 'cl \_\_\_', 'h \_\_\_'.

Read Nigeria Primary English 2, page 74.

**Letters and sounds** 

<sup>15</sup> minutes **ear** 

### Pair task

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

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

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

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

۲ Nigeria Primary Song Nigeria Primary 25 10 minutes English 2 minutes English 2 minutes **Main activity** Introduction Plenary Whole class teaching Pair task Pair task Sing the song 'Happy!' and Tell each pair they are When they have finished Ask the pairs to read the role play, ask the pupils do the actions altogether. going to role play a scene the completed sentences from the story that answers to answer the question to each other. Read the story 'Audu visits using the word 'because' a question. Baba' in Nigeria Primary in their answer, eg: Give each pair one English 2, page 74. 'Baba lives on a farm of the following questions because \_\_\_' to role play: 'The man was sleeping under 'Where does Baba live?' the mango tree because \_\_\_\_' 'Who was sleeping under 'Audu was hot and tired the tree?' because \_\_\_' 'Who was hot and tired?' Ask the pupils to complete

> Nigeria Primary English 2, page 74, Exercise 2 in their

exercise books.

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		15 Game <b>CA</b>
assroom shop	Learning outcomes	Letters and sounds
	By the end of the lesson, most pupils will be able to: Say the sound that the letter combination 'ear' makes in a word.	Whole class teaching Ask if any of the pupils can say the words in which the sound 'ear' occurs.
	Write key words correctly. Teaching aids	Ask pupils to choose an 'ear' word, come out to the front of the class and do an action to illustrate the meaning of the word.
	Before the lesson:	Tell the rest of the pupils to write the word in their exercise books.
	Write the words containing the letter combination 'ear' on the chalkboard.	Ask one or two pupils to say what they have written.
	Read Nigeria Primary English 2, page 72.	Continue the game for two or three words.
	Ask the pupils to bring empty tins and boxes from home to make a shop.	
	Cut up a piece of blank card for each pupil.	

Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk A cl

Week 18 Shopping Day 2

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10 Nigeria Primary minutes English 2	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Whole class teaching		Whole class teaching
Remind the pupils that they read 'Titi at Mr Obi's shop' last week.	Ask the pupils to talk about the local store and say what can be found there.	Set up a shop based on their suggestions and the objects they have brought	Tell two pupils to go into the shop and role play.
Ask them what they remember about it.	Write their ideas on the chalkboard.	- from home. Ask them to use the words	
Read the story again in Nigeria Primary English 2, page 72.	Ask the pupils to think about how they could set up a shop in the classroom.	<ul> <li>on the chalkboard to make labels with simple pictures showing the items.</li> </ul>	
	Ask, 'What do you need in a shop?'	Instruct the pupils to put the labels in the shop. It doesn't matter if there is no object to match the label, they should still put their label in the shop and	
		the shoppers can pretend	

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to buy that item.

Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 18 Shopping Day 3

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# **Going shopping**

Learning outcomes

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

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

Ask, then write, simple questions.

**Teaching aids** 

## **Before the lesson:**

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

Read Nigeria Primary English 2, page 72.

Gather the shopping items gathered the previous day.

Write the following phrases on the chalkboard: 'How many \_\_\_?' 'How much \_\_\_?' 'Do you have \_\_\_?' 'Can I buy \_\_\_?'

### **Letters and sounds**

<sup>15</sup> minutes **ear** 

### Whole class teaching

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

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

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

### Pair task

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

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10 Nigeria Primary minutes English 2	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Group task	Pair task	Whole class teaching
Read the story 'Titi at Mr Obi's shop' in Nigeria Primary English 2, page 72. Ask the pupils to answer the questions about the story in Nigeria Primary English 2, page 72, Exercise 1.	Ask the pupils to look at the question starters on the chalkboard and read them to each other.	write all the questions they thought of, using the words in the shop to help them. Explain that at the end of a question there should be a question mark,	Ask one or two pupils to read out their questions to the whole class and choose someone to
	Instruct them to make up questions they will ask when they visit the shop, using the question starters on the chalkboard.		answer them.
	Ask each group to tell you one question they have made up.	While they are doing this, bring out each pair of pupils to role play some questions and answers in the shop.	-

## Lesson

Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 18 Shopping Day 4

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# The sun is shining

# Learning outcomes

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

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

Read a simple poem in English.

### **Teaching aids**

### **Before the lesson:**

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

Familiarise yourself with the poem in Nigeria Primary English 2, page 73.

### **Letters and sounds**

15 minutes

### Whole class teaching

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

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

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

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

10 Nigeria Primary minutes English 2	25 Nigeria Primary minutes English 2		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Group task		Whole class teaching
Read the poem 'The sun is shining' in Nigeria Primary English 2, page 73, to the class. Ask the pupils to look at the picture in the textbook. Ask them to answer the questions: 'What can you see in the picture?' 'What are they doing?'	Divide the class into groups of three. Ask each group to read the poem in Nigeria Primary English 2, page 73. Ask them to look at the poem and decide what the mother is doing, the father is doing, the rain is doing, the sun is doing and the children are doing.	<ul> <li>Tell the pupils to label each person in their group A, B or C.</li> <li>Explain that: A is the mother.</li> <li>B is the father.</li> <li>C is one of the children.</li> <li>Ask them to re-read the poem, each reading the lines about their character.</li> <li>Then ask them to change over so they are a different character in the poem.</li> <li>Encourage the pupils to do actions to illustrate</li> </ul>	Ask one or two pairs to come out and perform their poem for the class.

the poem.

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Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 18 Shopping Day 5

# The sun is shining

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

Learning outcomes

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

Say a simple sentence in English.

Write a simple sentence in English.

**Teaching aids** 

### **Before the lesson:**

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

Have ready flash cards of the following words: 'falling', 'sleeping', 'reading', 'playing' and 'happy'.

### **Letters and sounds**

### Whole class teaching

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

Ask them what sound the letters 'ing' make.

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

Tell the pupils to read the words to each other and draw pictures to illustrate their meaning. 15 minutes **ing** 

10Nigeria PrimaryminutesEnglish 2	25 minutes			10 Game minutes
Introduction	Main activity			Plenary
Whole class teaching	Group task		Pair task	Whole class teaching
Ask two pupils to perform the poem 'The sun is shining' from Nigeria Primary English 2, page 73, in the way they	Take the 'ing' verb cards from the shop and place them face down on your table.	Ask each group to tell you how many sentences they have made up. Ask each group to say	Tell each pair to choose one sentence and look at it closely for spelling and structure.	Play the game 'I went to Obi's shop and I bought' with the pupils.
did on Day 4.	Ask a pupil to choose a card and hold it up for the rest of the class to read.	one sentence and write each sentence on the chalk- board as they say them.	Rub the sentences off the chalkboard.	
	Challenge each group to make up as many sentences as they can, using that word.	Continue until there are no new sentences.	Ask the pupils to try and write the sentences in their exercise books, remembering to put a full stop at the end.	



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/ords/phrases	Two-syllable words	Assessment
n't	open	During the lesson, walk
s re	driver lorry inside	round the classroom and ask questions to see if the pupils clearly
an this		understand what you have taught them. If not,
those these		help them to understand by explaining the idea
that fast		to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

## Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 19 Journeys Day 1

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# Don't jump!

Learning outcomes

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

Read two-syllable words.

Use the negative command 'don't'.

Follow simple instructions.

**Teaching aids** 

**Before the lesson:** 

Write the two-syllable words on the chalkboard.

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

### **Letters and sounds**

minutes words

Two-syllable

### Whole class teaching

Teach the pupils how to read one or two of the two-syllable words, by splitting each word into two parts and asking the pupils to sound out each part, eg: 'o-pen' 'dri-ver' 'lo-rry'

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

10 minutes	25 minutes		
Introduction	Main activity		Plenary
Whole class teaching	Pair task		Whole class teaching
Ask the pupils to move around the room and show	Ask two pupils to sit facing each other.	Ask their partner to follow the instructions.	Flash the cards to the pupils to quickly read through.
them the flash cards with the commands on them, eg: 'jump'.	Hold up each flash card, one at a time.	Display the flash cards where everyone can	
Sometimes, hold the commands and the word don't' together, to make a negative command,	<ul> <li>Ask the pupils to use the words on the flash cards to give each other commands, then follow them with negative commands, eg:</li> <li>'Stand up'</li> <li>'Don't stand up'.</li> </ul>	<ul> <li>see them.</li> <li>Ask each pair to divide a page of their exercise books into two halves.</li> </ul>	
eg: ' <mark>don't</mark> jump'. Ask them to follow the instructions written on the card.		Tell them to draw someone following a command on one side and the same person following the negative command on the other side.	
		Ask them to try and write the commands under- neath the pictures, using the flash cards to help them.	

		$\odot$		
Lesson title			15 <b>Two-syllable</b> minutes <b>words</b>	
This and these	nd these	Learning outcomes	Letters and sounds	
		By the end of the lesson, most pupils will be able to:	Whole class teaching Write the following words on	
		Use two-syllable words in simple sentences.	the chalkboard: 'teacher', 'ruler', 'football', 'open', 'story', 'market', - 'today', 'happy'.	
	Say 'this' and 'these' in sentences.	Stand the pupils in a circle and ask them to say the words,		
	Teaching aids	clapping as they say each syllable, eg:		
		Before the lesson: Write the following words on	'teach-er' _ (clap-clap)	
		the chalkboard: 'this', 'these'.	'o-pen' (clap-clap)	
			This helps them hear the two syllables in the word.	
			Ask the pupils to choose one of the words and say a simple sentence using that word.	
			Tell them to clap the syllables as they say the word in the sentence, as shown opposite.	

Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 19 Journeys Day 2

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10 minutes		25 minutes		10 minutes
Introduction		Main activity		Plenary
Whole class teaching		Pair task		Whole class teaching
Read out the words on the chalkboard to the pupils and ask if anyone knows how to use them in a sentence.	Tell the pupils to pick up two or three books and say the same sentence to a partner.	Ask the pupils to say the following sentences to each other, using 'this' and 'these' correctly: 'This is a book.	Ask them to divide a page of their exercise books in two and on one side draw a picture to show the meaning of one	Ask the pupils to hold up their pictures and say the correct sentence for each picture.
Pick up a book and say: This is a book.'	_	These are <u> </u>	of the sentences, eg: 'This is a yam'.	
Ask the pupils to pick up a book and say the same sentence to a partner.	_	These are' 'This is a yam. These are'	On the other side of the page, tell them to draw a picture to show the meaning of the	_
Pick up two or three books and say: These are books.'	_	'This is a hen. These are <u>.</u> .' 'This is a goat. These are <u>.</u>	related sentence, eg: 'These are yams'.	

Clap the syllables:

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

Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 19 Journeys Day 3

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# The lorry driver

Learning outcomes

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

Identify words with two syllables.

Say a simple rhyme.

Say a simple sentence in English about the rhyme.

### **Teaching aids**

### **Before the lesson:**

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

Write the following rhyme on the chalkboard:

Lorry driver, lorry driver, will you take me for a ride? Yes, I'll take you, little man, climb up and jump inside.

### **Letters and sounds**

Two-syllable

### Group task

minutes words

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

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

Write each group's sentence on the chalkboard.

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

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

10 Rhyme minutes	25 Rhyme minutes		10 Song minutes
Introduction	Main activity		Plenary
Whole class teaching	Whole class teaching	Pair task	Whole class teaching
Read 'The lorry driver' rhyme on the chalkboard to the pupils.	Stand the pupils in a circle and ask them to say one thing they know	Ask the pupils to read the rhyme on the chalkboard with a partner.	Sing the song 'Happy!' and do the actions.
	about the lorry driver in the rhyme.	Give each pair a few minutes to practise, then ask them to role play the rhyme for the rest of the class, ie: one will be the driver and another one the passenger:	
		Passenger: 'Lorry driver, lorry driver, will you take me for a ride?'	
		Driver: 'Yes, I'll take you, little man, climb up and jump inside.'	

	•		
Lesson title		15   Song   <b>Two-syllable</b>   minutes   words	
I see the moon	Learning outcomes	Letters and sounds	
	By the end of the lesson, most pupils will be able to:	Whole class teaching	
	Hear the number of syllables in a word.	Ask each pupil to say three words with two syllables.	
	Use 'that' and 'those' in a simple sentence.	Stand the pupils in a circle and sing 'Head, shoulders, knees and toes' with them.	
	Answer questions in English.	Sing it again and ask the pupils to clap the words: 'head',	
	Teaching aids	'shoulders', 'knees' and 'toes', instead of saying them.	
	Before the lesson:		
	Make flash cards containing the key words.		

Write the rhyme 'The lorry driver' (from yesterday) on the chalkboard.

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Literacy lesson plans Primary 2

Term 2 Creating

Week 19 Journeys

Day 4

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opportunities for classroom talk

10 Rhyme minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching Read the pupils the rhyme 'The lorry driver' from the chalkboard and ask them to tell you what happens in the rhyme.	Group task Ask the pupils to draw a picture of a lorry that answers the following questions: 'What does the lorry look like?' 'What is the colour of the lorry?' 'How many people can sit in the lorry?'	<ul> <li>Whole class teaching</li> <li>Explain that we use that and those to point out things that are far away:</li> <li>'That' is used when there is one object.</li> <li>'Those' is used when there is more than one object.</li> <li>Ask the pupils to point to their picture and use the sentence starters 'that is' and 'those are' to describe the picture, eg:</li> <li>'That is a wheel.'</li> <li>'Those are wheels.'</li> </ul>	Whole class teaching Choose a pupil from each group to share their sentences with the rest of the class.

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## Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 19 Journeys Day 5

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# Spelling

## Learning outcomes

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

Spell simple words.

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

**Teaching aids** 

### **Before the lesson:**

Make sets of alphabet cards, one for each group.

Write the key words on the chalkboard.

### **Letters and sounds**

### Whole class teaching

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

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

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

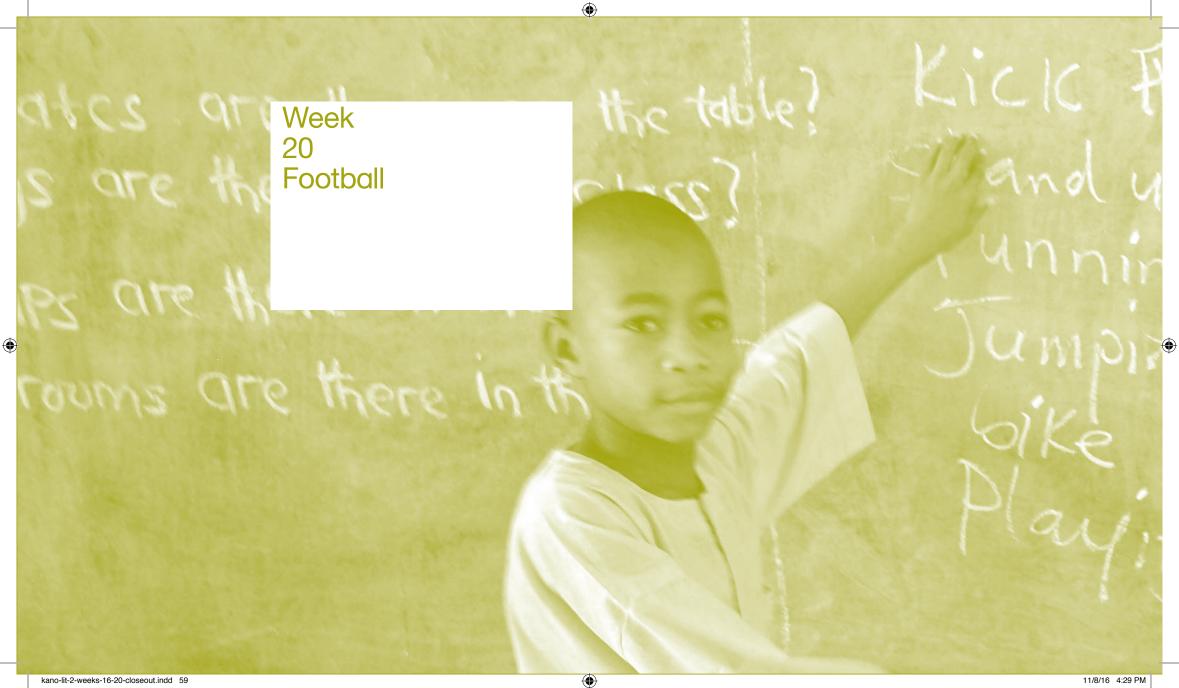
Play the game again, this time asking one of the pupils to give the instructions by clapping. ۲

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Two-syllable words

10 minutes Introduction		25 minutes	10 minutes
		Main activity	Plenary
Group task		Individual task	Whole class teaching
Give a complete set of alphabet cards to each group.	After they have arranged their cards, ask each group to read one of their answers to the rest of the class to see if they are correct.	Read out the key words and ask the pupils to write each word in their exercise book as you say it.	Ask the pupils to read out their sentence and show their picture to the class.
Tell them you are going to write a word on the chalkboard, with one letter missing.		Ask them to draw a picture to illustrate one of the words.	to the cluss.
Ask them to arrange the letters to form the word on the chalkboard and supply the missing letter, eg: r ce am bea s brea dri er		Write the sentence starters below on the chalkboard and ask the pupils to choose the correct one to make a sentence, to write under their picture, eg: 'These are yams' 'This is' 'These are' 'That is' 'Those are'	



Letters/sounds

Words/phrases

field

Assessment

'air' hair pair chair fair air 'ing' jumping playing shouting blowing walking crying running talking

kicking

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match goal team win lose kick scored shorts shirt 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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Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 20 Football Day 1

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## **Isa loves football**

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

Learning outcomes

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

Write words which contain 'air'.

Read words and match them to an object.

### **Teaching aids**

### **Before the lesson:**

Draw a picture of a football pitch on the chalkboard.

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

Write the names of the objects on the chalkboard.

Copy the story 'Isa loves football' (opposite) on to the chalkboard and leave it there for the week.

### **Letters and sounds**

<sup>15</sup> minutes **Cir** 

### Whole class teaching

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

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

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

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

10 minutes	25 Story minutes		10 minutes		
Introduction	Main activity		Plenary		
Whole class teaching	Group task	Pair task	Whole class teaching		
Ask the pupils to look	Give each group an object.	Instruct each pair to draw	Choose two or three		
closely at the football picture in Nigeria Primary English 2, page 40 and tell you anything they can about it. Ask them to tell everyone about a football match they have watched or played in (they can use their local language).	Ask them to say three ways in which the item is used in football (they can use their local language).	<ul> <li>pictures of the things that are used in a football match, find the word on the chalkboard and copy it under their pictures.</li> </ul>	pairs to show their pictures to the class.		
	Ask them to work out which word on the chalk- board matches their object.				
	Ask one member from each group to come out and put a tick by the name of their item.				
	Read 'Isa loves football'	-	Isa loves football		
	to the pupils.		Isa loves football. He plays every day and is really good at it. He is lucky because he has a white shirt and shorts to wear when he is playing.		
			lsa's team played against another school last week. They were very happy as they won the match.		
			lsa's team scored five goals and the other team scored		

Isa's team scored five goals and the other team scored only three goals.

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Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 20 Football Day 2

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## **Isa loves football**

Learning outcomes

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

Use the present continuous tense.

Combine words to make sentences.

### **Teaching aids**

### **Before the lesson:**

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

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

### **Letters and sounds**

15 minutes **ing** 

### Whole class teaching

Write the 'ing' sound on the chalkboard.

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

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

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

Repeat for the other words.

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

10 Story minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Group task		Pair task
Ask the pupils to discuss the key words/phrases this week and to think about how they could be used to make sentences. Read the story 'Isa loves football' (from yesterday) to the class.	Give each group a set of flash cards to make one of the following sentences: 'Ali football playing is.' 'team Ali's scored goals four.' 'whistle he blowing is a.' 'running with ball is he the.'Ask each group to re- arrange them to form a sentence.Change the sentences between the groups.	Ask them to show theirrole play to the rest ofthe class.Ask the rest of the classto guess the sentence.Ask everyone in thegroup to look carefullyat their sentence, turn overthe flash cards and tryto write it in their exercisebook, helping each otherwhere necessary.	Ask the pupils to find people who have written different sentences and read them together. Ask them to try and find all four sentences.
	When each group has re- arranged all the sentences, ask them to do a short role play to show the meaning of their last sentence.	Ask them to draw a picture to illustrate the sentence.	-

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Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 20 Football Day 3

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# **Isa loves football**

Learning outcomes

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

Use the present continuous tense.

Read a simple story in English.

Ask and answer questions about a story.

**Teaching aids** 

### **Before the lesson:**

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Write key words on the chalkboard.

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

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

Write the questions shown opposite on the chalkboard.

### **Letters and sounds**

<sup>15</sup> minutes **ing** 

### Whole class teaching

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

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

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

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

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

## Lesson

Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 20 Football Day 4

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### Learning outcomes Letters and sounds **Rules of the game** By the end of the lesson, most Group task pupils will be able to: Give out a flash card to each Make simple sentences in English group and ask them to make using 'ing' words. a sentence with the word. Use the word 'don't' in a sentence. Ask them to write the sentence and make up an action to go with it. **Teaching aids** Tell the pupils to show their action to the rest of the class so they can guess the word. **Before the lesson:** Collect the flash cards containing the 'ing' words. Bring in anything to do with football,

eg: a football, a boot, a football shirt, football shorts, a whistle,

a badge, a sticker.

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<sup>15</sup> minutes **ing** 

10 Song minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Group task		Individual task
Stand the pupils in a circle at the front of the class and ask them to sing any common songs they have heard at a football match they have watched.	Put each group into the same teams as on Day 3.	Ask each group to discuss and identify two things that are not allowed during the game of football.	Ask the pupils to choose three football rules and write them in order of importance in their exercise books.
	Ask each group to make up a chant for the name of their team.		
		Ask them to make these into rules using the starter word, 'don't'.	
	Explain that they should take one or two words and find a rhythm for them, eg: foot-ball (clap-clap) foot-ball (clap-clap)		
		Give two representatives of each group the chance to say two rules each.	
	Ask each group to perform their chant and then teach it to the rest of the class.	Write these rules on the chalkboard, eg:	
		'Don't touch the ball with your hands.'	
		'Don't fight during the game.'	

Literacy lesson plans Primary 2

Term 2 Creating opportunities for classroom talk

Week 20 Football Day 5

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# **Playing football**

Learning outcomes

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

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

Use football-related language in a real situation.

**Teaching aids** 

### **Before the lesson:**

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

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

Find some materials to make two goals.

Find a whistle.

### **Letters and sounds**

15 minutes **ing** 

## Whole class teaching

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

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

10 minutes	25 minutes		10 minutes	
Introduction	Main activity		Plenary	
Whole class teaching	Whole class teaching		Whole class teaching	
Explain to the class that you are going to have	Divide the class into their teams from Days 3 and 4.	Play for no longer than 5 minutes for each game.	Sit the pupils in a circle and ask them which – part of the lesson was their favourite, and why.	
a football tournament. Ask them to remind you of the rules they made yesterday.	Make one pupil the referee and give him/her a whistle.	Change the teams around until they have all played.		
	Make the pupils who are not playing each game into supporters and ask them to find the badges they made on Day 3.			
	Take the whole class outside, and ask two of the teams to play each other. Tell the rest of the pupils to support the players.			
	Ask the teams to sing their football chants to support the teams during the match.			

### Credits

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### 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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