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**Literacy
lesson plans**
Primary 2

Term 3
Asking questions

Weeks
21—25

Type of lesson plans/
Grade

Term/
Learning theme

Literacy lesson plans

Primary 2 Term 3

▶ Asking questions

This is the fifth
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 socio-economic development in any society. Perhaps the most critical element in ensuring quality of education 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 to output. The majority of 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 guide 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 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 Farouq Iya Sambo
Honourable Commissioner
of Education
Kano State



Wada Zakari
Executive Chairman
SUBEB
Kano State

Literacy
lesson plans
Primary 2

Term 3
Asking questions

Weeks
21—25

Introduction

▶ Asking questions

Effective questioning in the classroom

Questioning is a very useful way to find out what pupils already know and whether they understand what they are learning. It is also a strategy to measure how successful your teaching is.

When you use questioning as part of your teaching, you are involving pupils in their learning, and giving them immediate feedback. This is a good way to develop motivation.

Pupil participation

Ask pupils to discuss questions in pairs or small groups. This is a good way to get the whole class talking. It gives pupils the chance to explain their thinking.

Explain to your class that the question is for them to discuss in a pair or a group. Tell them they have 2—3 minutes to discuss it. Ask the question and walk around the class listening to the pupils talk. You can then ask further questions to extend their thinking or help their understanding.

Thinking time

It is really important that when you ask pupils questions you 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 asking questions remember to choose pupils from different areas of the classroom – choose pupils who do not have their hand up and choose pupils whose understanding you want to check.

Different questions

The main types of questions are ‘closed’ questions and ‘open’ questions. When you ask closed questions there will only be one answer, eg: ‘What is 3 x 4?’, ‘What colour is the dog in the story?’. It is easier to ask closed questions. An open question is one that has many answers, eg: ‘What do you think Musa likes doing on a Saturday?’ Asking open questions makes children think of different ideas.

Literacy
lesson plans
Primary 2

Term 3
Asking questions

Weeks
21—25

Introduction

▶ Stories, songs, rhymes
and teaching aids for the term

'ur' story

The goat is hurt.
She has burned her fur.
'Ur, ur, ur', she sobs.
She turns and turns.
She curls up tight.
'Ur, ur, ur', she sobs.

Tortoise and the wisdom pot story

Tortoise was very wise. He knew a lot but he wanted to know everything. He wanted all the wisdom in the world. He said, 'I will take all the wisdom and put it in a big pot. I will hide the pot at the top of a tree. It will all be mine'.

Tortoise asked Monkey, 'How do you climb?' Monkey told him. Tortoise put the wisdom in his pot.

He asked Bee, 'How do you make honey?' Bee told him. So Tortoise put the wisdom in his pot.

Then he asked Bird, 'How do you fly?' Bird told him. Tortoise put this wisdom in his pot as well. What do you think Tortoise will do with all his wisdom?

Hen story

One day Hen found a bag of flour. She asked, 'Who will make some bread?' Mouse said, 'I will not'. 'Very well then, I will make the bread', said Hen. She mixed the flour and water.

Hen asked, 'Who will make a fire to bake the bread?' Hare said, 'I will not'. 'Very well then, I will make the fire', said Hen. She lit the fire and baked the bread.

Hen asked, 'Who will set the table?' Dog said, 'I will not'. 'Very well then, I will set the table', said Hen. She put the plates and the bread on the table.

Why does the cat always chase the rat? story

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

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

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

**Literacy
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Primary 2**

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**The yam is in the bag
song**

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 /

The cat caught the rat,
The cat caught the rat /
Ee i adieyo, the cat caught
the rat /

or

The rat escaped the cat,
The rat escaped the cat /
Ee i adieyo, the rat escaped
the cat.

**This is the way we hoe
the field song**

This is the way we hoe
the field,
Hoe the field, hoe the field /
This is the way we hoe
the field
So early in the morning /

This is the way we sow
the seed,
Sow the seed, sow
the seed /
This is the way we sow
the seed
So early in the morning /

This is the way we harvest
our beans,
Harvest our beans, harvest
our beans /
This is the way we harvest
our beans
So early in the morning.

**If you're happy and you
know it song**

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) /

The clapping rhyme

(Pupils stand in a circle
and do the actions)

Clap in, clap out /
Clap up, clap down /
Clap over, clap under /
Clap all around.

Present and past tense

Today

I play football.
I work hard.
I help Mummy.
I clean the pots.
I walk to school.

Yesterday

I played football.
I worked hard.
I helped Mummy.
I cleaned the pots.
I walked to school.

Regular and irregular verbs

Regular verbs

talk → talked
touch → touched
jump → jumped
point → pointed
look → looked

Irregular verbs

go → went
run → ran
am → was
wear → wore
win → won

A young girl wearing a white hijab and a light-colored, patterned shirt is sitting on a wooden bench. She is looking directly at the camera with a neutral expression. The background is slightly blurred, showing other people and what appears to be an outdoor setting. The entire image has a warm, olive-green color cast.

Week
21
A football match

Letters/sounds

'ur'
fur
burn
burned
hurt
turn
curl
curls
burst
hurl

Words/phrases

whistle
shirt
shoes
goals
referee
game
team
match
score
teacher
football

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.

Cooking yam

Learning outcomes

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

Recognise and say the sound 'ur'.

Understand the past tenses of regular verbs.

Teaching aids

Before the lesson:

Have ready the 'ing' and 'air' flash cards from last week.

Write the key words on flash cards.

Read the 'ur' story and write the 'ur' words on the chalkboard.

Look at the sports pictures in Nigeria Primary English 2, page 40.

Letters and sounds

Whole class teaching

Flash the 'air' and 'ing' cards to the class.

Write 'ur' on the chalkboard. Say the sound and tell the pupils to make the sound with you.

Read the 'ur' words and explain them.

Choose some pupils to underline the 'ur' sound in the words on the chalkboard.

Sound out and read the words with the pupils.

Read the 'ur' story and do actions to show the meaning.

Read it again with the pupils.

In pairs, tell one pupil to tell the story while the other does the actions.

Tell the pairs to swap roles.

10
minutes

Nigeria Primary
English 2

25
minutes

10
minutes

Introduction

Pair task

Tell the pairs to look at the pictures in Nigeria Primary English 2, page 40.

Ask them to discuss what the sports are.

Ask if anyone can tell you about the sports they like.

Write their ideas on the chalkboard.

Ask the pupils what they can see people doing in the pictures, eg: kick, swim, throw.

Write their ideas on the chalkboard.

Tell the class that these doing words are called **verbs**.

Main activity

Group task

Write the following sentences on the chalkboard and ask the pupils to say what the missing verbs could be:

'Today Musa ___ with his mother.' (cooks)

'His mother ___ him what to do.' (shows)

Explain that 'cooks' and 'shows' are the present tense of the verbs.

Tell the pupils that to change a verb from the present to the past they must put **ed** on the end of the word.

Write

'Yesterday Musa ___ with his mother.' (cook**ed**)

'His mother ___ him what to do.' (show**ed**)

Plenary

Whole class teaching

Read the key word flash cards with the pupils.

Ask the pupils to help you put the missing past tense verbs in the spaces.

Tell them to draw pictures of themselves helping to cook at home.

Ask them to write 'Yesterday I cooked ___.' (name of food)

Reporting

Learning outcomes

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

Read words with the sound 'ur'.

Discuss a football match.

Teaching aids

Before the lesson:

Have ready the 'ing' and 'air' flash cards from last week.

Write each sentence from the 'ur' story on a flash card.

Have ready a large piece of paper for each group and a ball and a whistle for the role play.

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

Letters and sounds

Whole class teaching

Flash the 'ing' and 'air' cards.

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

Tell them to write 'ur' in the air, on the floor, on their backs.

Read the 'ur' story to the class.

Give each group a sentence.

Tell them to practise reading it and doing an action for it.

Call each group, in turn, to say and act their sentence for the class.

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

10
minutes

Introduction

Whole class teaching

Say 'Today I play'.
Ask the pupils to change the sentence to the past tense, 'Yesterday I ____.' (played)

Repeat with

'Today I wash, yesterday I ____.'

'Today I pray, yesterday I ____.'

'Today I clean, yesterday I ____.'

Say 'Yesterday I cooked'.
Ask the pupils to change the sentence to the present tense, ie: 'Today I cook'.

Repeat with

'Yesterday I jumped, today I ____.'

'Yesterday I brushed, today I ____.'

'Yesterday I cleaned, today I ____.'

25
minutes

Game

Main activity

Whole class teaching

Explain that a newspaper reporter writes about interesting things that have happened.

Take the pupils outside and choose 10 pupils to make two teams and one to be a referee.

Tell other pupils that they are going to be reporters. They need to watch the game carefully and remember the important parts.

Ask the referee to blow the whistle and direct the teams to score and save goals.

10
minutes

Plenary

Whole class teaching

Ask each group to share their pictures and talk about them to the rest of the class.

Group task

Ask the pupils to discuss the important parts of the game.

Ask each group to draw the game on their large piece of paper.

Ask them to write the names of pupils who scored goals and a sentence about the match.

The football match

Learning outcomes

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

Read words with the sound 'ur'.

Write longer sentences using conjunctions.

Teaching aids

Before the lesson:

Have ready the 'ing' and 'air' flash cards from last week.

Write the 'ur' story on the chalkboard.

Have ready a ball and the pictures each group drew yesterday.

Letters and sounds

Whole class teaching

Flash the 'ing' and 'air' cards.

Say the 'ur' sound and air write it with the pupils.

Read the 'ur' story, pointing to the words as you say them.

Ask the pupils to shout 'ur' when they hear the 'ur' sound.

Choose some pupils to underline the 'ur' words on the chalkboard.

Read and role play the story with the pupils.

Ask the pupils to draw a picture about the story.

Tell them to write some 'ur' words in their exercise books. Check they form the letters correctly.

10
minutes

Introduction

Group task

Tell each group to hold up the picture they drew yesterday.

Ask the class to say sentences about each picture.

Tell them they can make sentences longer by using **and**.

Write 'and' on the chalkboard and explain that this word can join two ideas that are the same.

25
minutes

Main activity

Group task

Tell the pupils they are going to write a newspaper report about the football match they played yesterday.

Ask them to discuss the most important parts of the match and share their ideas with the class.

Write the following sentences on the chalkboard:

'Team A ___ and Team B ___.'

'At half time the score was ___ and Team B were ___.'

'___ scored a goal and ___ took a free kick.'

'The final score was ___ and Team ___ won.'

10
minutes

Plenary

Whole class teaching

Say each of the following sentences and choose pairs to say them in the past tense:

'I play football.'

'Ali kicks the ball.'

'Amina scores a goal.'

'Idris jumps up and down.'

'Musa cooks dinner.'

An interview

Learning outcomes

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

Write words with the sound 'ur'.

Write a short report.

Teaching aids

Before the lesson:

Have ready the 'ing' and 'air' flash cards from last week.

Have ready a ball.

Draw the grid (shown left) on the chalkboard.

Have ready some of the pictures the pupils drew earlier in the week (Day 2).

t	u	r	n	r
f	n	l	u	t
b	u	r	n	c
u	r	d	f	u
r	s	e	u	r
n	e	u	r	l

Letters and sounds

Whole class teaching

Flash the 'ing' and 'air' cards.

Read the 'ur' words with the pupils.

Sound them out carefully and ask the pupils to count the sounds, eg: 't-ur-n' (3).

Ask them to find 'ur' words in the grid, ie: burn, turn, nurse, fur, curl.

Choose some pupils to draw circles around the words they find.

Sound out the words slowly.

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

10
minutes

Introduction

Whole class teaching

Look together at some of the pictures the pupils drew on Day 2.

Discuss how they wrote sentences yesterday using 'and' to join two ideas together.

Write 'because' on the chalkboard. Tell the class it can be used to explain something and also to make a longer sentence.

Write the following sentence on the chalkboard: 'Ali played football every day because he wanted to be the best footballer.'

25
minutes

Main activity

Group task

Explain that footballers are often asked questions on the radio.

These questions are asked by a reporter who has them ready.

Ask the groups to think of two questions they could ask a footballer about football, eg: 'Why do you like football?'

Ask each group to say their questions and write them on the chalkboard.

10
minutes

Game

Plenary

Whole class teaching

Get the pupils in a circle and tell them that when you throw the ball, the one who catches it must say a sentence using 'because'.

Try to have some questions beginning with 'Why'.

Choose pupils to be the reporter and the footballer.

Tell them to role play asking and answering questions.

Tell the footballer to say some longer sentences by using 'because' and 'and'.

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

Tell them to try to write some longer sentences.

All about football

Learning outcomes

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

Spell words with the sound 'ur'.

Write sentences about football.

Teaching aids

Before the lesson:

Have ready the 'ing' and 'air' flash cards from last week.

Ensure that you have a set of alphabet cards for each pair of pupils.

Have ready a ball.

Letters and sounds

Whole class teaching

Flash the 'ing' and 'air' cards.

Say the 'ur' sound with the pupils.

Tell them to write it in the air and on the floor.

Ask if anyone can remember some words with 'ur'.

Choose some pupils to try to spell 'ur' words on the chalkboard.

Tell the class to help them by sounding each word out.

Write five more 'ur' words, sounding them out carefully.

Rub all the words out.

In pairs, ask the pupils to use their letters to make words with 'ur'.

Tell them to write the words in their exercise books.

10
minutes

Introduction

Pair task

Write the following sentences on the chalkboard:

'You can kick the ball. You cannot throw the ball.'

'You can pass the ball. You cannot run with the ball.'

'You can run to get the ball. You cannot push anyone.'

Read and explain each one.

Tell the pupils that we can use 'but' to join the sentences.

Choose some pairs to say some of the longer sentences.

Ask the class if they know any other rules for football.

25
minutes

Main activity

Group task

Ask the pupils to say some of the other games they like to play.

Write them on the chalkboard, eg: Jubril likes basketball.

Remind the pupils that they have been talking and writing about football this week.

Tell them they have written a report on a match and asked questions.

10
minutes

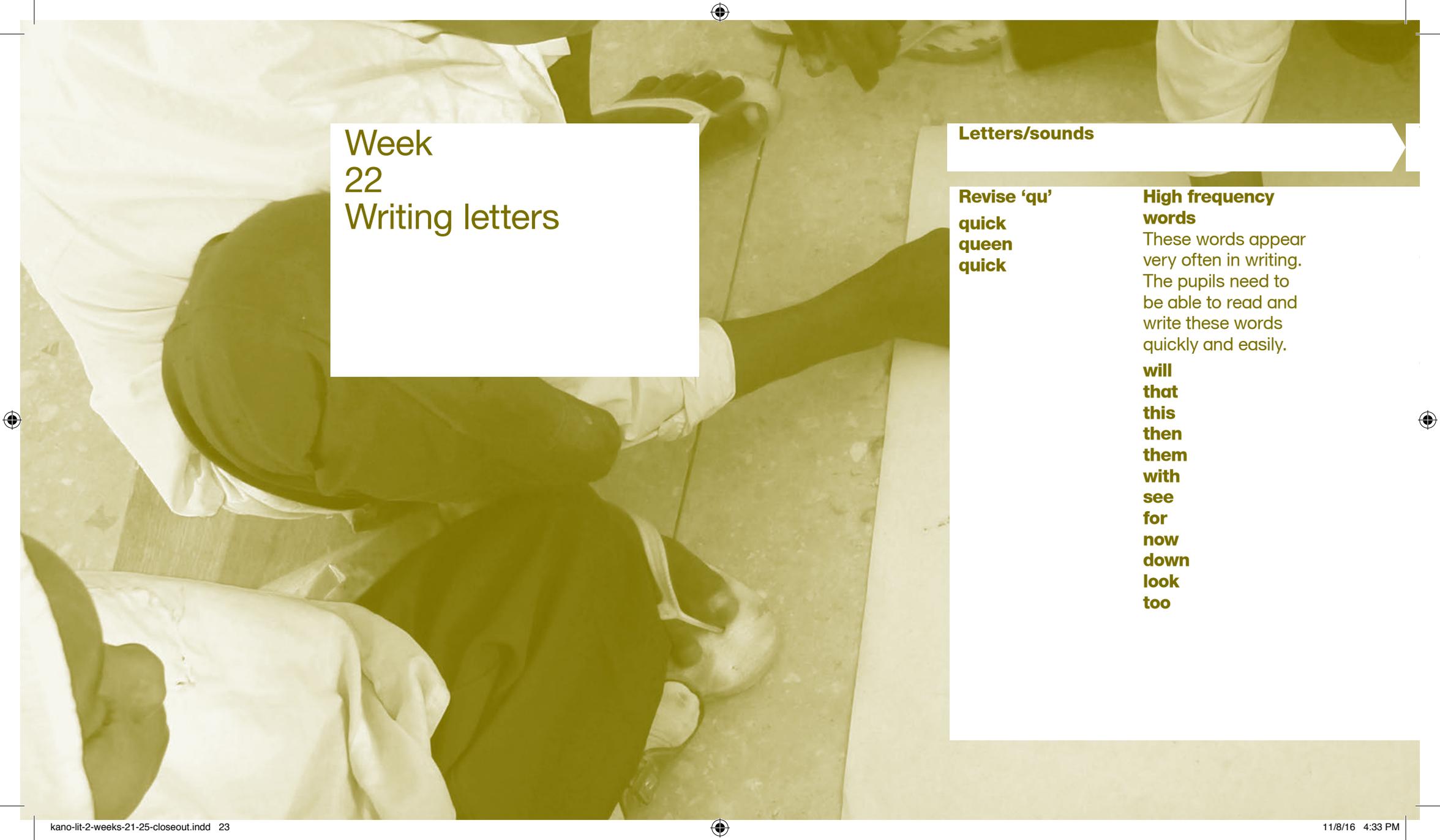
Game

Plenary

Whole class teaching

Play 'Simon says' with the pupils.

Tell the pupils that you are going to give instructions and they should obey the command **only** if Simon tells them to do it. Otherwise, they stand still.



Week
22
Writing letters

Letters/sounds

Revise 'qu'

quick
queen
quick

High frequency
words

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

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

Words/phrases

Kano
holiday
uncle
family
gifts
zoo
letter
mobile
text
address
date
dear

Sentences for reading

- 1 will:** Jamila will get a new dress soon.
that: That is Mrs Amedu.
this: This is Taibat.
then: Then Jamila can get a new dress.
them: Jamila sees the dresses but needs to try them on.
with: Jamila is going to the dressmaker with Mrs Amedu.
- 2 will:** I will get a pen.
that: That is a big hat.
this: This is a yam.
then: Then Taibat and Jamila went home.
them: Jamila likes them.
with: Taibat is going to the shop with Jamila.
- 3 see:** Sabo can see Ali.
for: Ali eats yam for dinner.
now: Now we must go to bed.
down: Ali is going down the hill.
look: I need to look at the teacher.
too: Sabo eats too much.
- 4 see:** I can see a goat on a hill.
for: Sabo is going for his dinner.
now: Ali will do his sums now.
down: Sit down.
look: Look at me.
too: Sabo is good at sums too.

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.

Going to Kano

Learning outcomes

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

Read some high frequency words in sentences.

Ask and answer questions.

Teaching aids

Before the lesson:

Write the 'qu' words on the chalkboard.

Make large cards for the high frequency words 'will', 'that', 'this', 'then', 'them' and 'with'.

Write the list 1 sentences on flash cards. Make enough for each pair to have one.

Read Nigeria Primary English 2, page 11.

Letters and sounds

Whole class teaching

Say the sound 'qu'. Ask the pupils to sound out and read the 'qu' words with you.

Display a high frequency word flash card.

Sound out the word carefully, eg: 'w-i-ll'.

Read the sentence card with the matching word, slightly emphasising the word.

Repeat with each high frequency word card.

Give each pair one of the list 1 sentences.

Ask them to read it together.

Tell them to write it in their exercise books and draw a picture to explain the meaning.

10 minutes | Nigeria Primary English 2

Introduction

Whole class teaching

Ask the pupils to look at the picture in Nigeria Primary English 2, page 11.

Explain that Chika is visiting his uncle in Kano for the holidays.

Tell the pupils that he wants to tell his family back home about his visit.

Ask the pupils to say different ways he could do this.

Write their ideas on the chalkboard, eg: text messages, mobile calls, letters.

25 minutes | Nigeria Primary English 2

Main activity

Pair task

Read and explain the story in Nigeria Primary English 2, page 11 to the class.

Ask the pupils to think about what Chika might tell his family.

Choose some pairs to share their ideas with the class.

Explain that Chika's uncle is going to let Chika call his mother.

Ask some pairs to think about the questions Chika's mother might ask him.

10 minutes | Nigeria Primary English 2

Plenary

Group task

Read the questions in Nigeria Primary English 2, page 11 to the class.

Give each group a question to discuss.

Ask each group to say their answer and ask the class to say if they are correct.

The school day

Learning outcomes

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

Read some high frequency words.

Write sentences using irregular past tense verbs.

Teaching aids

Before the lesson:

Write the 'qu' words on the chalkboard.

Have ready the large cards for the high frequency words 'will', 'that', 'this', 'then', 'them' and 'with'.

Write the list 2 sentences on flash cards, enough for each pair to have one.

Make flash cards with the following irregular verbs on them: 'went', 'ran', 'was', 'wore', 'won'.

Letters and sounds

Whole class teaching

Say the sound 'qu' and ask pupils to sound out and read the 'qu' words with you.

Display a high frequency word card.

Sound out the word carefully, eg: 'w-i-ll'.

Read the sentence card with the matching word, slightly emphasising the word.

Repeat with each high frequency word card.

Give each pair a sentence card.

Tell them to read it, write it in their exercise books and draw a picture about it.

10 minutes | Nigeria Primary English 2

25 minutes | Nigeria Primary English 2

10 minutes

Introduction

Main activity

Plenary

Whole class teaching

Tell the class to look at Nigeria Primary English 2, page 11.

Ask the pupils what they can remember about the story.

Pair task

Ask the pairs to look at the story in Nigeria Primary English 2, page 94 and point to some verbs.

Explain that not all verbs use 'ed' in the past tense.

Write the following sentences on the chalkboard, read and explain them:

'Today I go to market.
Yesterday I ___ to market.'

'Today I wear my shorts.
Yesterday I ___ my shorts.'

'Today I run to school.
Yesterday I ___ to school.'

'Today I am happy.
Yesterday I ___ happy.'

'Today I win a prize.
Yesterday I ___ a prize.'

Hold up a past tense verb flash card and ask the pupils to read it.

Ask one pupil to come and put the card in the correct place.

Repeat with different pupils and different verbs.

Group task

Tell the pupils they are going to help you write a letter to the Head teacher.

Ask them to say some things they did yesterday in their own language.

Give each group a part of the day to draw, eg: getting ready for school.

Tell the pupils to ask and say something to each other, in English, about their picture.

Ask them to write a sentence under the picture to describe what happened.

Tell them to use past tense verbs.

Group task

Ask each group to explain their picture to the class.

A letter of information

Learning outcomes

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

Read some high frequency words.

Say the main parts of a letter.

Teaching aids

Before the lesson:

Have the high frequency word flash cards from yesterday and make large flash cards for 'see', 'for', 'now', 'down', 'look' and 'too'.

Write the list 3 sentences on cards so each pair can have one.

Have ready the pictures from yesterday and some tape.

Write one sentence that each group wrote yesterday in the middle of the chalkboard.

Letters and sounds

Whole class teaching

Flash the high frequency word cards from yesterday and check that the pupils can read and understand them.

Display a new high frequency word card.

Sound out the word carefully, eg: 's-ee'.

Read the sentence card with the matching word.

Repeat with each high frequency word card.

Display each word again and ask the pupils to say the word without sounding it out.

Give each pair a sentence card.

Tell them to read it, write it in their exercise books and draw a picture about it.

10
minutes

Introduction

Whole class teaching

Ask the pupils to say why people might write letters.

Remind them that they are writing a letter to the Head teacher.

Ask the pupils to help you read all the letter sentences on the chalkboard and choose pairs to say what they think is the correct order.

When the sentences are in the correct order, number them 1, 2 and so on.

25
minutes

Main activity

Whole class teaching

Explain that we need to write our address when we write a letter.

Write the school address above the sentences in the top right-hand corner.

Tell the pupils that we need to write the date in a letter and choose a pupil to write it under the address.

Explain that we also need to write who the letter is for.

Write 'Dear Head teacher' above the sentences on the left-hand side.

10
minutes

Plenary

Whole class teaching

Read the letter again and choose pupils to come and touch the verbs.

Ask them to say what tense they are in.

Tell them to make sure they can write their own address for tomorrow.

A letter for Chika

Learning outcomes

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

Read some high frequency words.

Write a simple letter.

Teaching aids

Before the lesson:

Have ready the flash cards with the words 'see', 'for', 'now', 'down', 'look' and 'too'.

Write the list 4 sentences on to flash cards so each pair can have one. Write the following sentences on the chalkboard:

'I like having breakfast and ____.'

'I like to ____ but ____.'

'I like ____ because ____.'

'I walk or ____.'

Letters and sounds

Whole class teaching

Flash the high frequency words learned yesterday.

Display a high frequency word card.

Sound out the word carefully, eg: 's-ee'.

Read the sentence card with the matching word, slightly emphasising the word.

Repeat with each high frequency word card.

Give each pair a sentence card.

Ask them to read it together.

Tell them to write it in their exercise books and draw a picture to explain the meaning.

10
minutes

25
minutes

Nigeria Primary
English 2

10
minutes

Introduction

Whole class teaching

Write the following words on the chalkboard: 'and', 'because', 'but', 'or'.

Explain the meaning of 'or' to the class.

Ask if the pupils know what job these words have in sentences.

Remind them that they join sentences together to make the meaning clearer.

Ask the pupils to read the sentences on the chalkboard and say how they could complete them.

Main activity

Whole class teaching

Ask the pupils if they remember the story about going to Kano.

Read the story from Nigeria Primary English 2, page 11.

Pair task

Tell the pupils they are going to write a letter to Chika so they can make friends with him.

Ask them to think of some things they can tell him, eg: what games they like to play.

Ask each pair to say a sentence to the class.

Write some of the words they say on the chalkboard.

Tell them they are going to start the letter.

Plenary

Whole class teaching

Choose some pairs to read their letters to the class.

A letter for Chika

Learning outcomes

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

Read 12 high frequency words.

Write a simple letter.

Teaching aids

Before the lesson:

Have ready all the cards for the high frequency words learned this week.

Look at all four lists of sentences for reading.

Choose and write one sentence for each high frequency word on the chalkboard.

Letters and sounds

Group task

Flash the high frequency word cards and tell the pupils to read them with you.

Hold up a word card and ask one of the pupils to come and find it in the sentences on the chalkboard.

Repeat with the other high frequency words.

Read the sentences with the pupils.

Hold up a high frequency word card.

Tell the pupils that the first group with their hands up who can read the word correctly gets to keep the card.

The group with the most cards is the winner.

When all the cards have been used, ask each group to hold up and read the cards they collected.

10
minutes

Introduction

Whole class teaching

Ask the pupils if anyone can tell the story 'Going to Kano'.

Tell them to think about the letter they wrote to Chika.

Ask them to think of questions they would like to ask Chika, eg: 'How old are you?', 'What do you like doing at school?'.

Choose some pairs to say their questions to the class.

Write their ideas on the chalkboard.

Ask them what you need to write at the end of the sentences, ie: a question mark.

25
minutes

Main activity

Group task

Tell the pupils to look at the letter they wrote yesterday.

Tell them to write two questions for Chika.

When they have done that, show them how to end the letter with 'from' and write their name.

Choose some pupils to read their letters to the class.

Ask the class to listen out for any conjunctions that they have used such as 'because' and 'or'.

10
minutes

Plenary

Whole class teaching

Ask the pupils to say the missing word in these sentences as you say them:

'Today I run. Yesterday I ____.'

'Today I play. Yesterday I ____.'

'Today I jump. Yesterday I ____.'

'Today I go. Yesterday I ____.'

Week
23
The dressmaker

subject English

Topic: Jean Techon

Adjective: all best

he is a short pencil

he is a small basket

Topic: Jean Techon

subject: English in range

Topic: Indicating sizes

This is a big basket

This is a small basket

This is a long pencil

This is a short pencil

Letters/sounds

Revise high frequency words

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

New high frequency words

help
children
just

Words/phrases

fashions
styles
clothes
colour
dress
trousers
material

Sentences for reading

- 1 I just need a yam from a shop.
- 2 Just let me get a pen to mark his sums.
- 3 I can see a goat on a hill.
- 4 Sabo is going for his dinner.
- 5 Ali will do his sums now.
- 6 The children sit down.
- 7 Ali eats yam for dinner.
- 8 Now we must go to bed.
- 9 Ali is going down a hill.
- 10 I need to look at a book.
- 11 Sabo eats too much.

Assessment

During each lesson, walk around the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

Words with opposite meaning

Learning outcomes

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

Read sentences with the word 'help'.

Say the opposite of some words.

Teaching aids

Before the lesson:

Write the high frequency words from last week on the chalkboard.

Write the key words on flash cards.

Make a set of 'opposite' flash cards for each group, ensuring that each word is on a separate card: 'long', 'short', 'big', 'small', 'right', 'wrong', 'high', 'low', 'light', 'dark', 'sad', 'happy', 'soft', 'hard', 'bright', 'dull'.

Letters and sounds

Whole class teaching

Read the high frequency words from last week with the pupils.

Ask them to say a sentence for some of the words.

Write 'help' on the chalkboard and explain what it means.

Sound it out and read it with the pupils.

Write the following on the chalkboard: 'Help me.', 'Lami needs help with her sums.', 'I help in the shop.', 'I help to clean the room.'

Choose a pupil to underline 'help' in the first sentence and read the sentence together.

Ask the class to read the other sentences. Tell them to sound words out if they cannot read them.

10
minutes

Nigeria Primary
English 2

Introduction

Whole class teaching

Tell the pupils to look at the pictures in Nigeria Primary English 2, page 20.

Ask them to describe what they can see.

Show the pupils the key word flash cards, read and explain them.

25
minutes

Nigeria Primary
English 2

Main activity

Group task

Explain the story in Nigeria Primary English 2, page 20 to the pupils in their own language.

Read the story to them.

Choose some pupils to help you role play the story.

Say, 'Some dresses are made long and others are short.'

Tell them that 'long' and 'short' are **opposite** words.

Ask them if they can think of any other opposite words, eg: 'big' and 'small'.

10
minutes

Plenary

Group task

Say one of the words and ask a group to say the opposite.

Repeat until all the groups have had a turn.

Lesson
title

Designing an outfit

15
minutes

Frequent words

Learning outcomes

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

Read sentences with the word 'help'.

Draw and label simple diagrams.

Teaching aids

Before the lesson:

Write the high frequency words from last week on the chalkboard.

Have ready the key word flash cards.

Have ready the set of opposite flash cards for each group.

Letters and sounds

Whole class teaching

Read the high frequency words from last week with the pupils.

Ask them to think of a sentence for some of the words.

Write 'help' on the chalkboard and read it with them.

Draw a picture to explain 'a goat needs help'.

Ask the pupils to say other animals that might need help and write them on the chalkboard.

Ask them to write a sentence about an animal that needs help in their exercise books.

Tell them to swap sentences with a partner and read each other's sentences.

10
minutes

Introduction

Group task

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

Remind the pupils that they have been thinking about opposites.

Ask them if they can remember some words that are opposite, eg: 'long' and 'short', 'big' and 'small'.

25
minutes

Main activity

Pair task

Tell the pupils they are going to think about giving a dressmaker instructions.

Ask them to think of ways a woman could tell the dressmaker about the dress she wants, eg: send her a text message, write a letter.

Explain what a diagram with labels is.

Draw clothes for a girl and a boy on the chalkboard.

10
minutes

Plenary

Whole class teaching

Choose some pupils to draw their diagrams on the chalkboard.

Choose some pupils to come and write labels for 'long', 'short', 'big', 'small', 'light' and 'dark'. Draw arrows from the labels to the correct part of the clothes.

Ask the pupils to draw clothes for themselves in their exercise books.

Tell them to write some labels on the drawing.

Using 'but' with opposites

Learning outcomes

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

Read sentences containing the word 'children'.

Write words with opposite meanings in simple sentences.

Teaching aids

Before the lesson:

Write 'help' and the high frequency words from last week on the chalkboard.

Make two flash cards for each key word. Make a set for each group.

Have ready a set of opposite flash cards for each group.

Write the sentences listed opposite on the chalkboard.

Letters and sounds

Whole class teaching

Read the high frequency words with the pupils and ask them to think of a sentence for some of the words.

Write 'children' on the chalkboard and explain what it means.

Sound it out and read it with the pupils five times.

Underline 'children' in the first sentence and read the sentence together.

Ask the class to read the other sentences without sounding the words out if they can.

Ask them to think of other sentences starting 'The children ____'.

Write these on the chalkboard and save them for tomorrow.

10
minutes

Game

25
minutes

10
minutes

Introduction

Group task

Read the key word flash cards and make sure the pupils understand them.

Place a set of key word flash cards in front of each group.

In turn, tell the pupils to turn over two cards to play the matching game.

Continue until all the cards have been taken.

Ask each group to say some of the words.

Main activity

Whole class teaching

Remind the pupils they have been learning about opposites.

Hold up each of the opposite flash cards and ask the pupils to read it and say the opposite.

Tell the class the dressmaker did not listen very well when a customer told her what to do.

Write on the chalkboard, 'I wanted a long dress but I got a ___ dress. I wanted a high neck but I got a ___ neck. I wanted a bright dress I got a ___ dress.'

Read it to the class and say this is what the customer wrote to the dressmaker.

Ask them to say what the missing opposites are.

Remind the pupils that 'but' can be used to join a sentence.

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

Plenary

Group task

Ask the pupils to read their sentences to each other.

Tell them to use the opposite word flash cards and turn them over one at a time.

Tell them to say what the opposite word is.

Sentences

The children look sad.
She helps the children.
The children must go to bed.
Children help to clean the house.

A letter to the dressmaker

Learning outcomes

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

Read sentences with the word 'just'.

Write a simple letter.

Teaching aids

Before the lesson:

Write 'help', 'children' and the high frequency words from last week on the chalkboard.

Write the following on the chalkboard:

'Just let me go to bed.'

'Just wait for me.'

'Just help me clean the room.'

'Just get a yam from the shop.'

Write the sentences listed opposite on the chalkboard.

Letters and sounds

Whole class teaching

Read the high frequency words with the pupils.

Read the sentences from yesterday.

Choose some pupils to underline 'children' on the chalkboard.

Write 'just' on the chalkboard and explain that it means 'only'.

Sound it out and read it with the class.

Choose a pupil to underline 'just' in the first sentence on the chalkboard and read it.

Ask them to read the other sentences without sounding the words out.

Ask them to think of some sentences beginning with, 'Just ___' and write them on the chalkboard.

10
minutes

Introduction

Group task

Tell the pupils you are having clothes made and you want them to be perfect.

Ask them how you can make sure the dressmaker understands, ie: draw a diagram and give clear instructions.

Draw the clothes on the chalkboard. Make them have a high neck, big sleeves, a long skirt or trousers and a bright top.

Choose some pupils to come and draw labels.

25
minutes

Main activity

Whole class teaching

Tell the pupils you are going to write a letter to the dressmaker.

Ask them what you need to write first, ie: the address and date.

Choose some pupils to help you do this.

Ask another pupil to write 'Dear Dressmaker'.

Write, 'I want you to make me some clothes because ___.'

Ask the pupils to say some reasons, choose one and write it in.

10
minutes

Plenary

Whole class teaching

Read the opposite sentences on the chalkboard with the class.

Discuss what the missing words could be.

Ask the pupils to complete the sentences in their exercise books.

Opposite sentences

Yusuf is big, Jamila is ___.
It is light in the day, it is ___ at night.
The bench is hard, the bed is ___.
This bench is low, that bench is ___.
Ali has a short shirt, Martin has a ___ shirt.

A thank you letter

Learning outcomes

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

Read sentences with the high frequency words learned so far.

Write sentences using 'because' in a letter.

Teaching aids

Before the lesson:

Write all the high frequency words on the chalkboard.

Write this week's sentences for reading on flash cards, so that each group can have two.

Learn the 'Clapping' rhyme.

Letters and sounds

Whole class teaching

Read the high frequency words with the pupils several times.

Give each group two sentence cards to read together.

Ask them to write the sentences in their exercise books and draw pictures to explain them.

Tell them to hold up their flash cards and read out their sentences to the class.

Ask the other pupils if they have read them correctly.

If time, swap cards around and repeat.

Say a high frequency word and choose someone to point to it on the chalkboard.

10
minutes

Rhyme

25
minutes

10
minutes

Introduction

Main activity

Plenary

Whole class teaching

Say the 'Clapping' rhyme together.

Choose pupils to come and write the opposite words from the rhyme on the chalkboard.

Whole class teaching

Tell the pupils they are going to thank the dressmaker for the clothes she has made.

Show them how to start a letter, ie: write their address and the date in the top right-hand corner in their exercise books.

Tell the pupils to write 'Dear Dressmaker' underneath on the left.

Tell them to look at the diagram in their exercise books from Day 2 and think of sentences describing what they like about it.

Tell them to use 'because' in their sentences, eg: 'I like the trousers because they are bright'.

Choose two or three pupils to say some of their sentences to the class.

Individual task

Tell the pupils to write 'Thank you for the clothes' under 'Dear Dressmaker'.

Ask them to write three sentences about the clothes.

Tell them to try to use the word 'because' in at least one sentence.

Remind them to end their letters with their name.

Pair task

Tell the pupils to swap letters with their partner and read them.

Ask them to tell the class if their partner has used the word 'because'.

Ask some pairs to read one of their 'because' sentences to the class.



Week
24
Stories

Letters/sounds

Revise high frequency words

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

Words/phrases

New high frequency words

went
from

Present continuous tense words

playing
singing
dancing
beating
listening
clapping
having
making
standing
laughing
digging
cutting
picking
putting

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.

Using the present continuous tense

Learning outcomes

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

Read sentences with high frequency words.

Use the present continuous tense in sentences.

Teaching aids

Before the lesson:

Have ready flash cards of the high frequency words learned so far.

Write the words for the present continuous tense on flash cards.

Bring in some farming tools like a hoe, cutlass or basket, or draw them on the chalkboard.

Practise the song 'This is the way we hoe the field'.

Letters and sounds

Whole class teaching

Flash the high frequency word cards.

Write 'from' on the chalkboard and sound it out carefully, 'f-r-o-m'.

Say a sentence using the word, slightly emphasising the word.

Repeat with 'went'.

Write the following sentences on the chalkboard and discuss where 'went' and 'from' should go:
'Lami ___ to Gumel.'

'Sanni got a pen ___ the shop.'
'The greedy goat ___ to sleep.'

Choose some pupils to write in the missing words.

Ask the pupils to read the completed sentences.

10
minutes

Introduction

Group task

Show the pupils the present continuous tense flash cards.

Mime 'digging' and ask, 'What am I doing?'

Tell them to reply 'You are digging.'

Give each group a flash card to mime.

Ask each group to perform their mime and ask, 'What are we doing?'

Choose pupils to answer, 'You are ____.' (say the action)

25
minutes

Main activity

Whole class teaching

Write 'digging', 'cutting', 'putting' and 'picking' on the chalkboard.

Tell the pupils to sound them out.

Tell the pupils that 'gg' and 'tt' are one sound and remind them that 'ck' is one sound.

Rub the words out and choose some pupils to try to write them on the chalkboard.

Show the pupils some of the farming tools.

Ask them what they think each tool is used for.

10
minutes

Song

Plenary

Whole class teaching

Sing 'This is the way we hoe the field' and do the actions with the pupils.

As they do each action ask them, 'What are you doing?'

Tell them to reply, 'I am ____.'

Continuous actions

Learning outcomes

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

Read and understand sentences using knowledge of sounds.

Write sentences in the present continuous tense.

Teaching aids

Before the lesson:

Write the key words on flash cards.

Read Nigeria Primary English 2, page 5.

Have ready the present continuous tense flash cards.

Write the sentences listed opposite on the chalkboard and draw pictures on flash cards to match them.

Letters and sounds

Whole class teaching

Flash the high frequency word cards.

Point to the first sentence on the chalkboard, sound it out and read the first word, 'l-oo-k'.

After sounding and reading the second word, say both words, ie: 'look at'.

Continue with the next word, ie: 'look at Sabo'.

Display the pictures and ask the pupils which sentence each picture belongs to.

Repeat with the next sentence.

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

10
minutes

Nigeria Primary
English 2

25
minutes

10
minutes

Song

Introduction

Whole class teaching

Ask the pupils to look at the picture in Nigeria Primary English 2, page 5.

Read the story and explain it to the pupils in their own language.

Ask them to look for examples of present continuous tense verbs in the story.

Write their examples on the chalkboard.

Main activity

Whole class teaching

Invite the pupils to use the present continuous tense flash cards to match with the words written on the chalkboard.

Remind them that the present continuous tense is used to describe **actions in the present that are still happening**.

Tell the pupils that words in the present continuous tense end in **'ing'**.

Write 'jump', 'walk' and 'sleep' on the chalkboard.

Plenary

Whole class teaching

Sing 'This is the way we hoe the field' with the pupils and do some actions.

Sentences

Look at Sabo.
Run down a hill.
Three boys see a goat.
Martin is with Lami.

Continuous tense

Learning outcomes

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

Read and understand sentences using knowledge of sounds.

Write sentences in the present continuous tense.

Teaching aids

Before the lesson:

Have ready the high frequency words learned so far on flash cards.

Draw pictures on the chalkboard to match the sentences in Letters and sounds.

Make a set of key words on flash cards for each group.

Write the 'If you're happy and you know it' song on the chalkboard.

Letters and sounds

Whole class teaching

Flash the high frequency word cards.

Write the following sentences on the chalkboard:

'Look at Sabo.'

'Run down a hill.'

'Sabo is with his mummy.'

'A dog ran from a shop.'

'Sabo can see a big goat.'

Ask the pupils to read the first two sentences.

Teach them to read the rest of the sentences using the same method as yesterday.

Ask them to write the last three sentences in their exercise books and draw pictures to explain them.

10 minutes | Nigeria Primary English 2

Introduction

Group task

Ask the pupils to tell you some of the verbs they learned about yesterday.

Display, read and explain the key word flash cards.

Give each group a set of the key word cards.

Say one of the key words and ask the groups to find it and hold it up.

Repeat with the other key words.

Ask the pupils to look at the story in Nigeria Primary English 2, page 5.

Ask them to point to the key words in the story.

25 minutes | Nigeria Primary English 2

Main activity

Group task

Ask the groups to read the story in Nigeria Primary English 2, page 5 together.

Read the questions in Nigeria Primary English 2, page 5, Exercise 1.

Ask the pupils to help you write the answers in full sentences on the chalkboard.

Rub out the answers.

10 minutes | Song

Plenary

Whole class teaching

Say or sing 'If you're happy and you know it' with the class and explain it to them.

Ask the pupils to try to write the answers in their exercise books.

Go round and check they can read the questions.

Encourage them to sound out words they do not know.

Rhyme and story

Learning outcomes

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

Read and understand sentences using knowledge of sounds.

Retell a story in the correct order.

Teaching aids

Before the lesson:

Write the Week 23 sentences for reading on flash cards, so each group can have one.

Make sure 'If you're happy and you know it' is still on the chalkboard.

Read the 'Hen' story and write it on a large piece of paper.

Make each group a set of Hen flash cards: 'She found the flour.', 'She mixed the flour and water.', 'She lit the fire.', 'She baked the bread.', 'She set the table.'

Letters and sounds

Whole class teaching

Flash the high frequency words learned so far.

Read two Week 23 sentence flash cards with the pupils using the method learned this week.

Give each group a sentence card.

Ask each group to read the card, copy it out and draw a picture about it.

Tell the pupils to get a new card when they finish.

When all groups have done two cards, ask them to read out their sentences.

10
minutes

Song

Introduction

Whole class teaching

Tell the class to sing 'If you're happy and you know it' with you.

Read it again and do the actions.

25
minutes

Story

Main activity

Whole class teaching

Read the 'Hen' story and explain it to the pupils in their own language.

Ask them why Hen would not give the other animals any bread.

Choose some pupils to help you role play the story.

Ask them to list all the things Hen did.

Write the words 'hen', 'mouse', 'hare' and 'dog' on the chalkboard.

10
minutes

Plenary

Group task

Hold up the Hen flash cards and read them with the pupils.

Shuffle the sentence cards for each group.

Give each group a set of Hen sentence cards.

Ask them to put them in the correct order.

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

Ask the other groups if they are correct.

Lesson
title

Story

15
minutes

Sentences

Game

Learning outcomes

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

Read and understand sentences using knowledge of sounds.

Answer questions about a story.

Teaching aids

Before the lesson:

Make two sets of high frequency word flash cards.

Have ready the Week 23 sentence flash cards and draw pictures to explain them on the chalkboard.

Have ready the 'Hen' story from the previous day.

Write the Hen questions listed opposite on flash cards. Make enough for each pair to have two.

Letters and sounds

Whole class teaching

Gather the pupils into a circle. Scatter the high frequency word cards face down inside the circle.

Choose a pupil to turn one over, read it and try to find the matching card.

If correct, the pupil keeps the cards. If not, they must replace them.

Repeat until all the cards are found.

Give each group a sentence card.

Tell them to read it and decide which picture it goes with.

Ask someone from each group to read the card and point to the matching picture.

Repeat several times.

10
minutes

Introduction

Pair task

Ask the pupils to name the animals in the 'Hen' story.

Ask one pair to start retelling the story.

Ask another pair to continue it.

Carry on until the end of the story.

Ask the class to check that each pair keeps to the correct order in the story.

Repeat so that all the pairs have a turn.

25
minutes

Story

Main activity

Pair task

Read the 'Hen' story to the pupils.

Flash the question cards and read them to the class.

Make sure the pupils understand them.

Give each pair two Hen question cards to answer.

Ask some pairs to say the answers.

Ask the class if they are correct.

10
minutes

Plenary

Whole class teaching

Ask the pupils to show their pictures to the class and read their sentences.

Hen questions

What did Hen find?

What did she want to make?

How did Mouse and Hare help her?

What did Mouse and Hare say?

Who mixed the flour and water?

Who lit the fire?

Who set the table?

Letters/sounds

Revise high frequency words

went
from
children
just
help
will
that
this
then
them
with
see
for
now
down
look
too

Words/phrases

famine
hungry
thirsty
feast
borrowed
feather
gummed
drinking
insulting
shell

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.

Tortoise and the birds

Learning outcomes

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

Read and know if a sentence makes sense.

Answer questions about a story they have read.

Teaching aids

Before the lesson:

Write the high frequency words on flash cards.

Have the following words ready on flash cards: 'bedroom', 'farmyard', 'cars'.

Write the key words on the chalkboard.

Letters and sounds

Whole class teaching

Flash the high frequency words.

Write 'The **cows** are in the **field**.' on the chalkboard.

Ask the pupils to read the sentence in pairs then read it as a class.

Rub out a highlighted word and substitute it with a flash card word, eg: 'The **cars** are in the field.'

Ask the pairs to read the sentence and raise their hands if they think it makes sense.

Repeat with different flash cards to make new sentences.

Ask the pupils to decide whether each sentence makes sense.

10 minutes | Nigeria Primary English 2

Introduction

Pair task

Ask the pupils to look at the pictures in Nigeria Primary English 2, pages 106—107.

Ask them to say what they can see.

Tell them to say, 'I can see ____.'

Write some of their sentences on the chalkboard.

25 minutes | Nigeria Primary English 2

Main activity

Pair task

Read the story in Nigeria Primary English 2, pages 106—107.

Explain it to them in their local language.

Read the key words and explain them.

Ask the pupils to say them with you.

Read the story with the pupils again.

Choose some pupils to help you role play the story.

10 minutes

Plenary

Pair task

Tell the pupils to draw the tortoise in their exercise books.

Ask them to write a sentence under the picture.

Tell them to start the sentence with, 'I can see ____.'

Tortoise and the birds

Learning outcomes

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

Read and know if a sentence makes sense.

Talk about a character in a story.

Teaching aids

Before the lesson:

Have ready the high frequency word flash cards and key word flash cards.

Have ready flash cards of 'goat', 'car' and 'road'.

Write the 'Tortoise and the birds' sentences (see opposite) on flash cards.

Read Nigeria Primary English 2, pages 106—107.

Letters and sounds

Whole class teaching

Flash the high frequency word cards.

Write 'The **shop** is on the **corner**.' on the chalkboard.

Ask the pupils to read the sentence in pairs then read it as a class.

Rub out a highlighted word and swap it for a flash card word, eg: 'The goat is on the corner'.

In pairs, ask the pupils to read the sentence and raise their hands if they think it makes sense.

Repeat with different flash cards to make new sentences.

Ask the pupils whether each sentence makes sense.

10
minutes

Nigeria Primary
English 2

25
minutes

10
minutes

Song

Introduction

Group task

Ask the pupils what they can tell you about 'Tortoise and the birds'.

Tell them to look in Nigeria Primary English 2, pages 106—107.

Read the story with the pupils.

Ask them if they think the birds were right to take their feathers back from Tortoise.

Choose some groups to say their ideas to the class.

Main activity

Whole class teaching

Flash the key words and make sure the pupils understand them.

Flash the 'Tortoise and the birds' sentences and ask the pupils to read them with you.

Choose some pupils to come and touch the key words in the sentences.

Get the pupils into a circle and scatter the sentence flash cards on the floor.

Ask pupils to come out and put them in the correct order to retell the story.

Plenary

Whole class teaching

Sing 'This is the way we hoe the field'.

Tortoise and the birds sentences

There was famine in the land.
The animals were always hungry.
Tortoise borrowed a feather from each bird.
Tortoise started eating and drinking.
His shell broke into many pieces.

Why does the cat always chase the rat?

Learning outcomes

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

Read and know if a sentence makes sense.

Talk about characters in a story.

Teaching aids

Before the lesson:

Have ready high frequency word and 'fell', 'soil', 'floor' flash cards.

Write 'He **sat** down on the **mat**.' on the chalkboard.

Write the story 'Why does the cat always chase the rat?' on the chalkboard and leave it for tomorrow.

Letters and sounds

Pair task

Flash the high frequency word cards.

Ask the pupils to read the sentence on the chalkboard with their partners.

Repeat the process of substituting words.

Write the sentence on the chalkboard again.

Ask pairs to change one word and rewrite the sentence in their exercise books.

Read the sentences to the class.

Ask the class if the sentences make sense.

10
minutes

Story

Introduction

Whole class teaching

Tell the pupils you are going to read a story, and ask them to listen carefully.

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

Explain it to the pupils in their local language.

Choose pupils to help you role play the story.

25
minutes

Story

Main activity

Group task

Read the story again to the pupils.

Point to the animal names on the chalkboard.

Ask the pupils to read the words and do a mime for each animal.

Ask them to discuss why the rat pushed the cat in the water.

Ask each group to say a sentence about a different animal.

Ask a pupil from each group to say their sentence to the class.

10
minutes

Song

Plenary

Whole class teaching

Sing 'The yam is in the bag' with the class.

Retell a story

Learning outcomes

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

Read and know if a sentence makes sense.

Retell a story in the correct order.

Teaching aids

Before the lesson:

Have ready high frequency word and 'cows', 'chickens' and 'pushed' flash cards.

Write 'Lami **fed** the **goats**.' on the chalkboard.

Ensure that 'Why does the cat always chase the rat?' is still on the chalkboard.

Make two sets of large sentence flash cards from the story.

Letters and sounds

Pair task

Flash the high frequency word cards.

Ask the pupils to read the sentence on the chalkboard with their partners.

Repeat the process of substituting words.

Write the original sentence on the chalkboard.

Ask pairs to change one word and rewrite the sentence in their exercise books.

Ask some pairs to read their sentences to the class.

Ask the class if they make sense.

10
minutes

Story

25
minutes

10
minutes

Introduction

Whole class teaching

Choose some pupils to tell you the names of the animals in 'Why does the cat always chase the rat?'

Ask them why the cat always chases the rat.

Read the story with the pupils.

Ask them questions to make sure they have understood the story.

Main activity

Group task

Arrange the class in 12 groups.

Shuffle the story sentence cards.

Give each group one sentence from the story.

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

Tell them to write the sentence under the picture.

Ask them to stand in a line and hold up their sentences.

Plenary

Group task

Tell the pupils to prepare a simple role play for their sentences.

Ask each group, in order, to read and role play their sentence.

The tortoise and the wisdom pot

Learning outcomes

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

Read and know if a sentence makes sense.

Answer simple questions about a story.

Teaching aids

Before the lesson:

Have ready flash cards of the high frequency words learned so far.

Write the 'Tortoise and the wisdom pot' story on the chalkboard.

Write the 'Comprehension questions' about the story on the chalkboard (see opposite).

Letters and sounds

Pair task

Flash the high frequency word cards.

Write the four sentences you have used this week on the chalkboard.

Ask the pupils to read each sentence.

Ask pairs to choose one sentence and decide a new word that could go in that sentence.

Tell them to write the sentence in their exercise books.

Ask them to repeat the activity, choosing another sentence.

10
minutes

Introduction

Whole class teaching

Choose some pupils to say the names of the stories they have read this week.

Ask some pupils to help you role play 'Why does the cat always chase the rat?'

Tell them they are going to listen to another story called 'Tortoise and the wisdom pot'.

25
minutes

Story

Main activity

Pair task

Read the story and explain it to the pupils in their local language.

Explain the words 'wise' and 'wisdom'.

Ask the pupils to name the animals in the story and you write them on the chalkboard.

Write 'Monkey told him how to ____.'

Ask them to say the missing word (climb) and write it in.

Repeat this for the Bee and the Bird.

10
minutes

Plenary

Whole class teaching

Ask the pupils what they could tell Tortoise to do.

Tell them to mime some actions for the class to guess, eg: writing, digging, sewing.

Choose some pupils to help you role play 'Tortoise and the wisdom pot'.

Comprehension questions

What did Tortoise want?
Where did he want to hide the pot?
Who told Tortoise how to climb?
What did Bee tell Tortoise?
What did Bird tell Tortoise?'

Credits

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

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

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