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Type of lesson plans/ Grade

Term/ Learning theme

Literacy lesson plans **Primary 2**

Term 3 **Assessment for** learning

Weeks 26-30 Literacy lesson plans Primary 2 Term 3 Assessment for learning

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

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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

Alltrail

Wada Zakari
Executive Chairman
SUBEB
Kano State



Literacy lesson plans Primary 2

Term 3

Assessment for learning

Introduction
Assessment for learning

Weeks

26-30



Assessment for learning

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

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

What your pupils have learned.

How well you are teaching.

How to plan your next steps of teaching.

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

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

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

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

By observing.

Using careful questioning.

Through discussion with individuals, pairs or groups of pupils.

When marking work produced by individual pupils.

Looking at exams at the end of a term.

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

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



Literacy lesson plans Primary 2

Term 3
Assessment for learning

Introduction Stories, games and teaching aids for the term

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

Weeks 26—30

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Audu hurt his leg

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

Daddy was looking for Audu. He went into the forest. He said '___'.

(Leave plenty of space to write in the pupils' ideas.)

Why does the cat always chase the rat?

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

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

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

On the farm

I will soon visit my sister at her farm.

She will let me feed the hens and chickens.

They peck up corn in the farmyard.

She has goats and cows as well as hens.

She gets the hens into a shed at night.

The foxes might get them.

Holiday with an uncle

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

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

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

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

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





Literacy lesson plans Primary 2

Term 3

Assessment for learning

Weeks 26—30

Spelling tricky words

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

Say the word five times.

Hide the word.

Write the word.

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

Rules for sentences

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

Verbs in the past

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

Today I go. Yesterday I went.

Today I sleep. Yesterday I slept.

Today I run. Yesterday I ran.

Today I eat. Yesterday I ate.

Today and yesterday sentences

Today I am. Yesterday I was.

Today you are. Yesterday you were.

Today she is.

Yesterday she was.

Today he is.

Yesterday he was.

Today we are. Yesterday we were.

Today they are.

Yesterday they were.





Fiction and non-fiction books

Sentences in a bag game

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

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

Newspapers and magazines are also non-fiction.

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

The author of a book is the person who writes the book.

Prepare the following sentences on card:

The goat is up a tree.

The children are jumping in the room.

The bird is flying in the sky.

The boy is sleeping in the bed.

Lami got a fish at the market.

Cut the words out and mix them up.

Put each sentence in a separate bag.

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Lesson title

Literacy lesson plans **Primary 2**

Term 3

Assessment for learning

Week 26 In the hospital Day 1

A playscript

Learning outcomes

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

Spell some high frequency words.

Identify some characteristics of playscripts.

Teaching aids

Before the lesson:

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

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

Read Nigeria Primary English 2, page 92.

Write the key words on large flash cards.

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

15 minutes

Frequent words

Letters and sounds

Pair task

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

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

Give each pair a set of word cards.

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

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

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

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



Nigeria Primary

25 minutes Nigeria Primary English 2 10 minutes

Introduction

minutes | English 2

Main activity

Plenary

Whole class teaching

Ask the pupils to look at the picture in Nigeria Primary English 2, page 92.

Ask them to describe what they see.

Write their ideas on the chalkboard.

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

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

Whole class teaching

Tell the pupils to look at the passage in Nigeria Primary English 2, page 92.

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

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

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

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

Pair task

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

Read it again with them.

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

Pair task

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

Playscript

Audu's mother was ill in hospital with a fever. Audu: Here are some oranges for you, Mother. Mother: Thank you, Audu. You are very kind. Audu: I hope you will feel better very soon.





Lesson title

A visit to

the hospital

Literacy lesson plans Primary 2

Term 3

Assessment for learning

Week 26 In the hospital Day 2

Learning outcomes

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

Write sentences with high frequency words.

Write answers to simple questions.

Teaching aids

Before the lesson:

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

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

Write the sentences listed opposite on the chalkboard.

Letters and sounds

Frequent words

Pair task

15

minutes

Flash the word cards.

Read the sentences on the chalkboard with the pupils.

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

Rub out the underlined words.

Give each pair a set of high frequency word cards.

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

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





Nigeria Primary minutes | English 2

Game

minutes

Nigeria Primary English 2

10 minutes

Introduction

Main activity

Plenary

Group task

Ask the pupils about the passage they read yesterday.

Read the passage in Nigeria Primary English 2, page 92 to the pupils.

Ask the pupils to look for the key words.

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

Play the card matching game.

Pair task

Ask the pupils to look at the questions in Nigeria Primary English 2, page 92, Exercise 1.

Read the first three questions together.

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

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

Tell one pupil to ask the questions and their partner to answer them, then both pupils should write the answer in their exercise books.

Whole class teaching

Choose some pupils to share their answers with the class.

Discuss if the class agrees with the answers.

Sentences

Ali said it is time for bed. We have to sleep. I like to eat yam.

We must do the sums.

Sani eats some chicken.

The children come in the room.

We were at the market yesterday.



His and hers

Lesson

title

Literacy lesson plans **Primary 2**

Term 3

Assessment for learning

Week 26 In the hospital Day 3

Learning outcomes

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

Spell some high frequency words.

Use possessive pronouns correctly.

Teaching aids

Before the lesson:

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

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

Find some empty bottles for the role play, if possible one for each pair of pupils.

Letters and sounds

Frequent words

Pair task

15

minutes

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

Give each pair a set of word cards.

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

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

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

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

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





minutes

Nigeria Primary English 2

10 minutes

Introduction

Main activity

Whole class teaching

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

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

Explain that 'mine' means belonging to me.

Repeat with other items.

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

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

Pair task

Ask the pupils to look at the picture in Nigeria Primary English 2, page 92.

Explain that nurses give out medicine. They find the medicine and say. 'This is his. This is hers.'

Ask, 'What do nurses say to patients when they give the medicine?' ('This is yours.')

Choose some pupils to help you write 'This is his', 'This is hers' and 'This is mine' on the chalkboard.

Ask the pupils to draw some nurses giving out medicine to a boy and a girl.

Ask them to write 'This is his' and 'This is hers' above the boy and girl.

Group task

Arrange the class in groups of four.

Choose two pupils in each group to be the 'nurses' and two to be 'patients'.

Give the nurses the bottles and tell them to look at each patient and say, 'This is his.' for a boy and 'This is hers.' for a girl.

Tell them to give the bottles to the patient and say, 'This is yours'.

Tell the patients to reply. 'This is mine.'

Tell the pupils to swap roles and repeat.

Plenary

Whole class teaching

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

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





Lesson title

At the hospital

Literacy lesson plans Primary 2

Term 3

Assessment for learning

Week 26 In the hospital Day 4

Learning outcomes

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

Write sentences with high frequency words.

Use English in a role play.

Teaching aids

Before the lesson:

Have ready the high frequency word cards for each pair.

Write the sentences opposite on the chalkboard.

Letters and sounds

Frequent words

Pair task

15

minutes

Flash the word cards.

Read the sentences with the pupils.

Ask them to underline the high frequency words.

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

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





10 minutes

Introduction

Main activity

Whole class teaching

Remind the class what they were learning about vesterday.

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

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

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

Tell them that Dauda is having medicine. Say, 'This is Dauda's.'

Whole class teaching

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

Ask them to discuss why people go to the doctor (in their local language).

Ask the pupils to share their ideas with you and write them on the chalkboard, eg: having a fever or a broken leg.

Ask, 'What does the doctor say when a patient comes in?'

Write the pupils' ideas on the chalkboard, eg: 'Good morning, what is the matter?' Ask the pupils what doctors do and say to patients, and write these down, eg: listen to their chest, give them tablets.

Collect as many ideas as you can. Keep them on the chalkboard for tomorrow.

Ask the pairs to take turns being the 'doctor' and the 'patient' and role play a visit to the hospital.

Give the pupils time to practise their role plays.

Plenary

Whole class teaching

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

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

Sentences

The goats were in the road. I can see a little goat.
The hen has one chick.
When I go home I will sleep.
Ali went out to see the chick.



Lesson title

Literacy lesson plans **Primary 2**

Term 3

Assessment for learning

Week 26 In the hospital Day 5

At the hospital

Learning outcomes

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

Write high frequency words in sentences.

Write a simple playscript.

Teaching aids

Before the lesson:

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

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

Letters and sounds

Frequent words

15

minutes

Whole class teaching

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

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

Rub the words off the chalkboard.

Read each word slowly.

Ask the pupils to write them in their exercise books.

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

Write some of their sentences on the chalkboard.

Ask them to check the spellings.





10 minutes 25 minutes 10 minutes

Introduction

Main activity

Plenary

Whole class teaching

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

Ask them if they can think of any more ideas, eg: 'What other illnesses are there?', 'What else can a doctor do?'

Write their ideas down.

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

Choose some pairs to do their role plays.

Pair task

Read the playscript from Day 1 to the class.

Ask the pupils what this type of writing is called.

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

Help the pupils to write 'At the hospital' in their exercise books.

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

Tell them to write the patient's name underneath at the side of the page and write what he or she says next to it.

Ask them to continue writing their playscript, including questions and answers about the patient's illness.

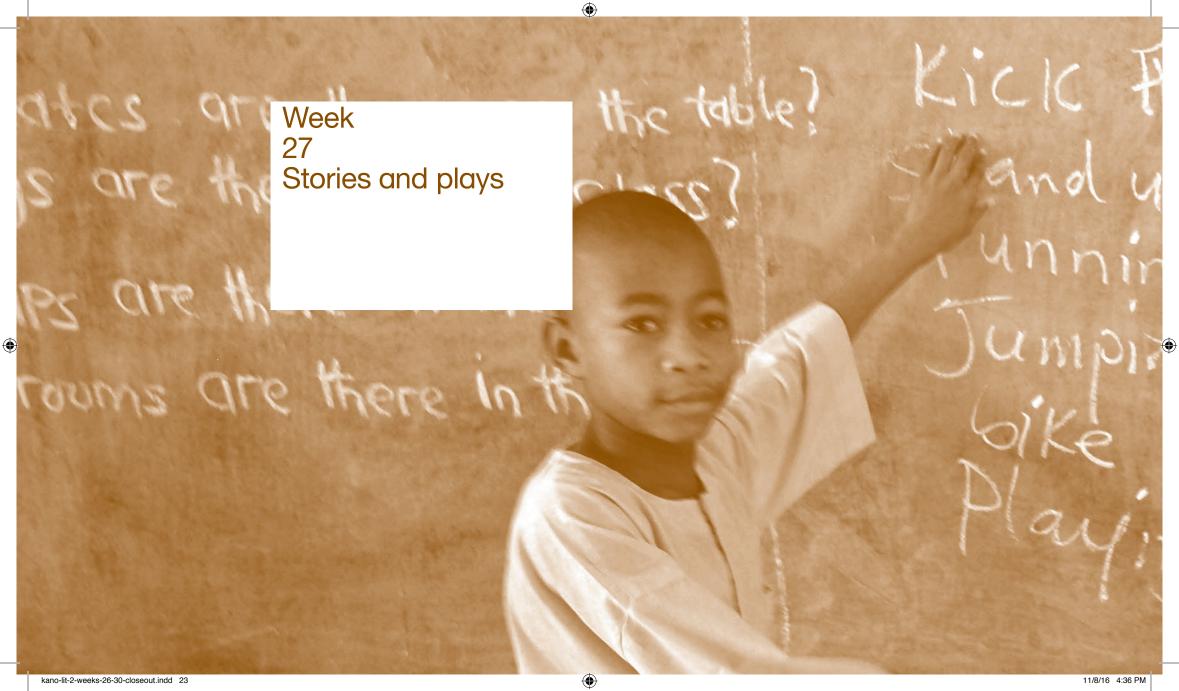
Remind them to use a question mark at the end of question sentences.

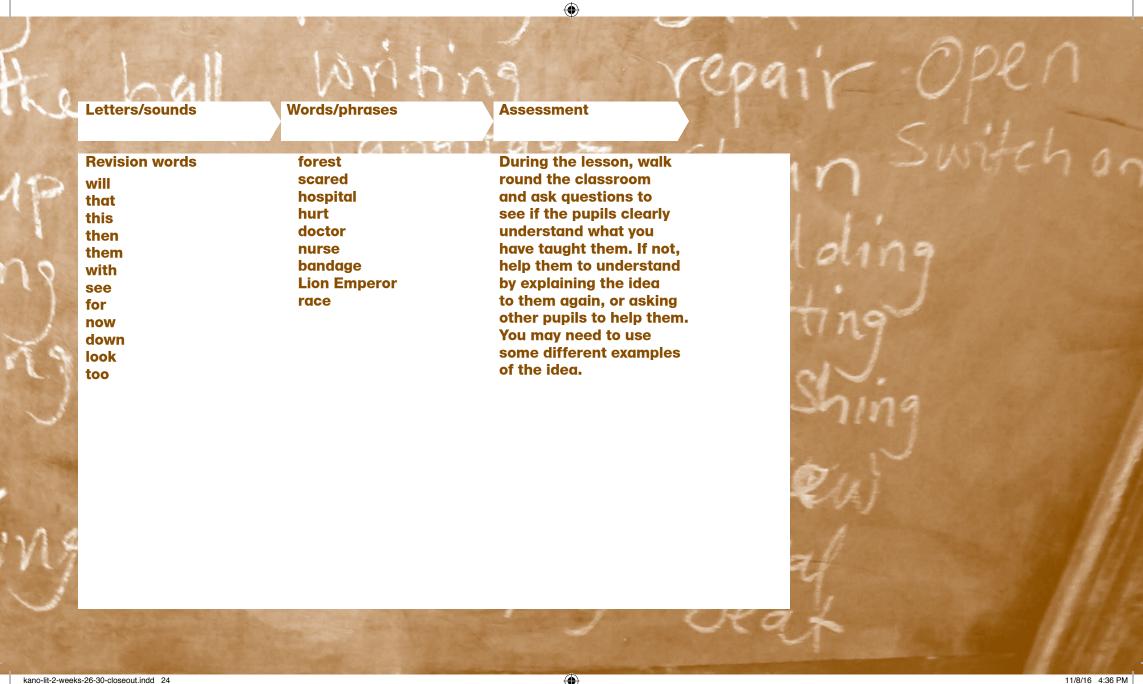
Whole class teaching

Choose some pairs to read their playscript to the class.

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









Lesson title

Audu hurt his leg

15 minutes Sentences

Letters and sounds

Nigeria Primary English 2

Learning outcomes

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

Write a sentence correctly.

Help to plan ideas for a story.

Teaching aids

Before the lesson:

Write the revision words on large flash cards.

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

Whole class teaching

Flash the revision word cards.

Tell the pupils to look at the picture in Nigeria Primary English 2, page 92.

Ask them to think of a sentence for the picture, eg: 'The lady is in bed'.

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

Write 'The' on the chalkboard.

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

Repeat the process until the sentence is complete.

Week 27 **Stories and plays** Day 1

Literacy

Term 3

learning

lesson plans **Primary 2**

Assessment for







Ask the pupils how they

and finish the story.

with the class.

think the story should end.

Read the completed story

Choose one of their endings

10 Story minutes

25 minutes Story

10 minutes

Introduction

Main activity

Plenary

Whole class teaching

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

Read the first part of the story with them.

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

Explain the meaning of 'suddenly'.

Whole class teaching

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

Write their ideas on the chalkboard.

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

Write one of their ideas down.

Pair task

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

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

Keep the story about Audu for the next day.





title

Lesson

15 minutes Sentences

Nigeria Primary English 2

Literacy lesson plans **Primary 2**

Term 3

Assessment for learning

Week 27 **Stories and plays** Day 2

Audu at the hospital

Learning outcomes

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

Write a sentence correctly.

Write a simple playscript.

Teaching aids

Before the lesson:

Have ready the story of Audu from yesterday.

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

Letters and sounds

Whole class teaching

Flash the revision word cards.

Read the sentences on the chalkboard.

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

Tell the pupils to look at the picture in Nigeria Primary English 2, page 55.

Discuss what is happening.

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

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



10 minutes

25 minutes 10 minutes

Introduction

Main activity

Plenary

Whole class teaching

Read the story of Audu that the pupils wrote yesterday.

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

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

Explain that some verbs change completely in the past.

Write 'Today he ___ lost.
Yesterday she ___ lost.
Today I ___ lost. Yesterday
I ___ lost.'

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

Pair task

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

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

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

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

Tell them they are going to write a playscript.

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

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

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

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

Whole class teaching

Choose some pairs to read and act out their playscripts.





Lesson title 15 minutes Sentences

Nigeria Primary English 2

Literacy lesson plans Primary 2

Term 3

Assessment for learning

Week 27 Stories and plays Day 3

Amina's lost cat

Learning outcomes

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

Write a sentence with correct spelling.

Plan a simple story.

Teaching aids

Before the lesson:

Have ready the revision word flash cards.

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

Whole class teaching

Letters and sounds

Flash the revision word cards.

Tell the class to look at Nigeria

Primary English 2, page 38. Discuss what is happening in the picture.

In pairs, ask the pupils to think of some simple sentences about the picture, eg: 'They look happy.'

Tell the pairs to share their sentences with the class.

Remind them of the 'Rules for sentences'.

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

Read some of the sentences to the class.

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10 minutes 25 minutes 10 minutes

Introduction

Main activity

Plenary

Whole class teaching

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

Whole class teaching

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

Look together at the verb sentences, shown right.

Explain that they are the past tense of 'give', 'buy', 'say' and 'go'.

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

Group task

Read the passage in Nigeria Primary English 2, page 86 with the pupils.

Explain that they are going to think about planning another story, Amina's lost cat.

Ask the groups to discuss what might have happened to the cat, eg: it is lost, it is locked in somewhere, it is stuck up a tree.

Encourage the pupils to think about how the cat might be found, eg: Amina asks her neighbours, she looks in gardens and houses nearby.

Individual task

Ask the pupils to draw a picture of Amina's lost cat.

Verb sentences

Adama gave me a banana. Musa bought some fish. The teacher said good morning to us. Lami went to school.





Lesson

title

Writing a story

15 minutes Sentences

Letters and sounds

Nigeria Primary English 2

Learning outcomes

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

Write a sentence with correct spelling.

Write a short story.

Teaching aids

Before the lesson:

Have ready the revision word flash cards.

Whole class teaching

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

Tell the pupils to look at the picture in Nigeria Primary English 2, page 87.

Discuss the picture with the pupils.

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

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

Week 27 **Stories and plays** Day 4

Literacy

Term 3

learning

lesson plans **Primary 2**

Assessment for







10 minutes 25 minutes 10 minutes

Introduction

Main activity

Group task

Remind the pupils that they have been planning a story about Amina's lost cat.

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

Ask the groups to discuss their pictures and story ideas.

Group task

Write, 'Amina's cat' on the chalkboard and tell the pupils to copy it into their exercise books.

Tell them they are now ready to write their stories.

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

Ask the pupils to discuss what happened at the beginning of the story, eg: Amina was upset because her cat was lost.

Ask them what happened in the middle of the story, eg: Amina searched

everywhere for her cat.

Ask them what happened at the end, eg: the cat

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

was found.

Tell the pupils to use their drawings to help them.

Remind them to write in the past tense and to use 'was' and 'went', eg:

'Amina's cat was lost. She searched everywhere for it.'

Plenary

Whole class teaching

Choose some pupils to read their stories to the class.

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





title

Lesson

15 minutes Sentences

Nigeria Primary English 2

Literacy lesson plans **Primary 2**

Term 3

Assessment for learning

Week 27 **Stories and plays** Day 5

A class playscript

Learning outcomes

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

Follow the rules for writing a sentence.

Write a class playscript.

Teaching aids

Before the lesson:

Have ready the revision word flash cards.

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

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

Letters and sounds

Whole class teaching

Quickly flash the revision word cards.

Ask the pupils what they must remember when writing sentences.

Read and explain the 'Rules for sentences' poster.

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

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

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

Tell them to use the poster to check their sentences.





10 Story minutes

25 minutes 10 minutes

Introduction

Main activity

Plenary

Whole class teaching

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

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

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

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

Whole class teaching

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

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

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

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

Pair task

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

Tell the pupils to copy this into their exercise books.

Ask the pupils to discuss what the animals say at the end of the story and write their ideas in speech bubbles in box 3.

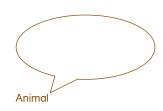
Tell the pupils to copy this into their exercise books.

Whole class teaching

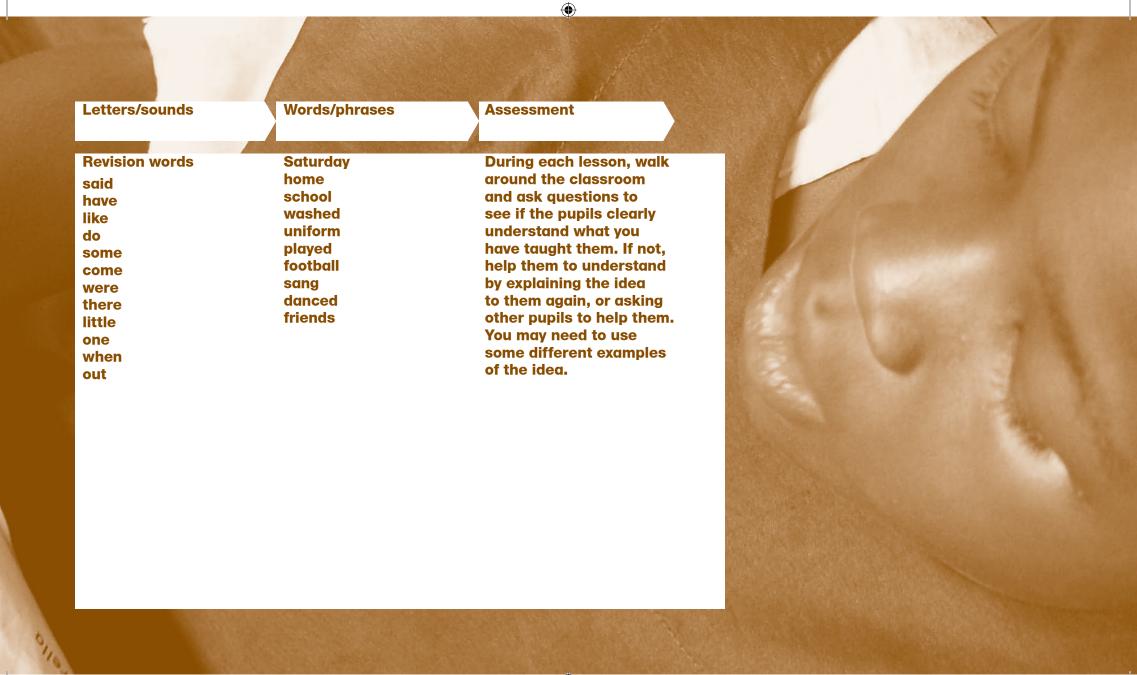
Read the playscript you have written with the class.

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

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









title

15 minutes Sentences

Letters and sounds

Literacy lesson plans Primary 2

Term 3

Assessment for learning

Week 28 At the weekend Day 1

Last Saturday

Learning outcomes

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

Write a complete sentence.

Talk about a passage they have read.

Teaching aids

Before the lesson:

Have ready the revision word flash cards.

Read Nigeria Primary English 2, page 3.

Write the key words on large flash cards.

Whole class teaching

Flash the revision word cards.

Draw a fish on the chalkboard.

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

Ask them to share their ideas with the class.

On the chalkboard, write:

'A fish is ___.'

'It lives in ___.'

'It likes to eat ___.'

'It can ___.'

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

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





minutes | English 2

Nigeria Primary

minutes

Nigeria Primary English 2

minutes

Plenary

Nigeria Primary English 2

Introduction

Main activity

Group task

Ask the pupils to look at the picture in Nigeria Primary English 2, page 3.

Ask each group to say three things they can see.

Ask the pupils to discuss what they do at the weekend.

Hold up and read each key word.

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

Whole class teaching

Read the passage in Nigeria Primary English 2, page 3 and tell the pupils to follow the passage as you read it.

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

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

Write:

'We ___ go to the market.' 'We ___ go in a car.'

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

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

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

Write some of their ideas on the chalkboard.

Individual task

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

Whole class teaching

Read the passage in Nigeria Primary English 2. page 3 again.

Choose pupils to role play the parts of Audu and Jubril.





title

Literacy lesson plans **Primary 2**

Term 3

Assessment for learning

Week 28 At the weekend Day 2

The past tense

Learning outcomes

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

Write a complete sentence.

Understand some irregular past tense verbs.

Teaching aids

Before the lesson:

Have ready the revision word cards.

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

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

Letters and sounds

Sentences

15

minutes

Whole class teaching

Flash the revision word cards.

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

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

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

Read the 'Rules for sentences'.

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

Choose some pairs to write their sentences on the chalkboard.





Nigeria Primary minutes English 2

minutes

Nigeria Primary English 2

10 minutes

Introduction

Main activity

Plenary

Whole class teaching

Read the passage in Nigeria Primary English 2, page 3 to the pupils.

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

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

Whole class teaching

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

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

Write the verbs on the chalkboard.

Ask the pupils to point to a verb with 'ed' in Nigeria Primary English 2, page 3, eg: washed, played, danced.

Explain that some verbs change completely in the past tense.

Look together at the sentences on the

chalkboard.

the sentences.

Write the verbs 'went', 'slept', 'ran' and 'ate' above

Ask the pupils to think about which verb fits into each sentence.

Choose some pupils to read the sentences, adding the missing verb.

Pair task

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





A bookshop

title

Literacy lesson plans **Primary 2**

Term 3

Assessment for learning

Week 28 At the weekend Day 3

Learning outcomes

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

Write a sentence with words they have learned this year.

Ask for items in a bookshop.

Teaching aids

Before the lesson:

Have ready the revision word cards.

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

Make picture cards to show the following:

The farmer digs in the soil.

A girl is at the market.

The boy is on a hill.

15 minutes

Sentences

Letters and sounds

Whole class teaching

Flash the revision word cards.

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

Ask them to think of a sentence about it.

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

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

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



10 minutes

Introduction

Main activity

Plenary

Whole class teaching

Tell the pupils that some people like to read books at the weekend.

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

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

Tell the class that story books are called fiction and all other books are called non-fiction.

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

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

Group task

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

Tell them you are the bookseller.

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

Tell them that when people go into a bookshop they greet the bookseller and say what they want to buy. Tell them to discuss what each person in the group is going to say, eg: 'Good morning. I want to buy a book about history.', 'I want to buy a story book.' or 'I want to buy two pens.'.

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

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

Group task

Greet each group and ask each pupil what they want.

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

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

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





title

Conversations

in the bookshop

Literacy lesson plans **Primary 2**

Term 3

Assessment for learning

Week 28 At the weekend Day 4

Lesson

Learning outcomes

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

Write a sentence with words they have learned this year.

Write a simple conversation.

Teaching aids

Before the lesson:

Have ready the revision word flash cards.

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

Have ready the book corner from yesterday.

15 minutes Sentences

Letters and sounds

Whole class teaching

Flash the revision word cards.

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

Ask a pupil to choose a card and say a sentence about it.

Ask the others if it makes sense.

Repeat until all the cards are used.

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



10 minutes

Introduction

Main activity

Plenary

Group task

Remind the pupils that they were talking about books and bookshops yesterday.

Ask them to think about the different types of books they can buy in a bookshop.

Choose some pupils to tell the class about different types of books.

Group task

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

Ask the class what people might say in a bookshop, eg: 'I like this book.',

'Have you read this book?', 'I am looking for a book about cars.' Appoint a 'bookseller' for each group.

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

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

Individual task

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

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

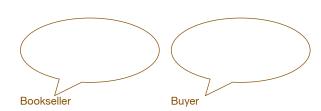
Tell them to draw a bookseller and some buyers.

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

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

Whole class teaching

Ask one or two pupils to read out their speech bubbles to the rest of the class.







title

Literacy lesson plans

Primary 2 Term 3

Assessment for learning

Week 28 At the weekend Day 5

Book covers

Learning outcomes

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

Make a sentence with words learned this year.

Make a cover for a story book.

Teaching aids

Before the lesson:

Have ready the revision word cards.

Make 'Sentences in a bag', as explained in the introduction.

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

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

Letters and sounds

Sentences

15

minutes

Whole class teaching

Quickly flash the revision word cards.

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

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

Ask the pupils to read the words.

Ask them if it makes sense.

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

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

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





25 minutes Story

10 minutes

Introduction

Main activity

Whole class teaching

Hold up a book for the class to see.

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

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

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

Whole class teaching

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

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

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

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

acning

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

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

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

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

Individual task

Tell the pupils to use a whole page in their exercise books for the cover. Ask them to write a sentence about the story on another page in their books.

Plenary

Whole class teaching

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

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





Words/phrases Letters/sounds **Assessment Revise sounds Lion Emperor** During the lesson, walk learned this year round the classroom race and ask questions to river 'ar': car, far see if the pupils clearly angry 'oi': boil, coin understand what you spent 'ou': out, shout pushed have taught them. If not, 'ea': ear, meal climbed help them to understand 'sh': ship, shop jumped by explaining the idea 'ch': chop, chicken to them again, or asking 'th': tooth, both other pupils to help them. 'qu': queen, quack You may need to use 'ue': glue, blue some different examples 'er': sister, silver of the idea. 'ng': sing, bang 'oo': food, root



title

Literacy lesson plans **Primary 2**

Term 3

Assessment for learning

Week 29 The cat and the rat Day 1

Learning outcomes The cat and the rat

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

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

Predict and write an ending for a story.

Teaching aids

Before the lesson:

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

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

Write the key words on large flash cards.

Spelling 15 minutes

Letters and sounds

Whole class teaching

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

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

Say the word with the pupils.

Ask them to say the word in a sentence.

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

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

Ask them to make a word for each sound.





10 Story minutes

25 minutes 10 minutes

Introduction

Main activity

Plenary

Whole class teaching

Remind the pupils that they recently read the story 'Why does the cat always chase the rat?'

Ask them what they remember about the story.

Read the story again.

Choose some pupils to role play the story.

Group task

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

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

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

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

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

Whole class teaching

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

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





Literacy lesson plans **Primary 2**

Term 3

Assessment for learning

Week 29 The cat and the rat Day 2

Comprehension

Learning outcomes

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

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

Read a story and answer questions.

Teaching aids

Before the lesson:

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

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

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

Letters and sounds

Spelling

15

minutes

Whole class teaching

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

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

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

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

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

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



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10 Game 25 Story minutes Story 10 minutes Story

Introduction

Main activity

Plenary

Group task

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

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

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

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

Pair task

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

Copy the questions opposite on to the chalkboard.

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

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

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

Repeat with the other questions.

Whole class teaching

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

Questions

Ask the pupils to write

in their exercise books.

the answers to the questions

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





Literacy lesson plans **Primary 2**

Term 3

Assessment for learning

Week 29 The cat and the rat Day 3

Retell a story

Learning outcomes

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

Spell words with 'qu' and 'ue'.

Retell a story using pictures.

Teaching aids

Before the lesson:

Read the 'qu' and 'ue' words.

Have ready a set of key word flash cards.

Write the words listed opposite on the chalkboard.

Letters and sounds

Spelling

15 minutes

Whole class teaching

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

Ask how many sounds these words have (3).

Spell 'queen' with the class.

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

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

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

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





25 minutes Story

10 minutes

Introduction

Main activity

Plenary

Whole class teaching

Write the word 'a' on the chalkboard.

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

Write the vowels on the chalkboard.

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

Whole class teaching

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

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

Read the story again.

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

Ask them what happened in the middle of the story.

Ask them what happened at the end.

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

Group task

Tell the pupils to close their textbooks.

Choose some groups to retell the story using their pictures.

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

A or an words

apple egg
goat tree
ball elephant
orange car





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Literacy lesson plans Primary 2

Term 3

Assessment for learning

Week 29 The cat and the rat Day 4

Role play a story

Learning outcomes

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

Spell words with 'er' and 'oo'.

Make up speech for a character in a story.

Teaching aids

Before the lesson:

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

Draw some speech bubbles on the chalkboard.

Letters and sounds

Spelling

15 <u>m</u>inutes

Whole class teaching

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

Remind them to sound the words out first.

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

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

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

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

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





25 minutes Story

10 minutes

Introduction

Main activity

Plenary

Whole class teaching

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

Ask the pupils to read it with you.

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

Write 'The rat likes to eat ___.' and ask the pupils to say one of the foods.

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

Pair task

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

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

Group task

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

Read the story again.

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

Write their ideas on the chalkboard in the speech bubbles.

Ask them to discuss what the rat might reply.

Write their ideas in the speech bubbles.

Pair task

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





title

Literacy lesson plans **Primary 2**

Term 3

Assessment for learning

Week 29 The cat and the rat Day 5

Learning outcomes Writing a story

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

Spell words by sounding them out.

Write a retelling of a simple story.

Teaching aids

Before the lesson:

Read the 'ng' words.

Have ready the speech bubbles on the chalkboard from yesterday.

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

Letters and sounds

Spelling

15 minutes

Whole class teaching

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

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

Repeat with the other 'ng' word.

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

Tell them not to worry if they make mistakes.

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



25 minutes

10 minutes

Introduction

Main activity

Whole class teaching

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

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

Pair task

Show the pupils the speech bubbles from vesterday.

Choose some pupils to read the speech bubbles.

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

Remind them that stories and an end.

Tell the pupils to talk about the story in pairs.

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

Group task

Give each group the key word flash cards.

Tell them to write 'The cat and the rat' and as much as they can about the story in their exercise books.

Go round the groups to help with the spellings, encourage them and suggest ideas.

Plenary

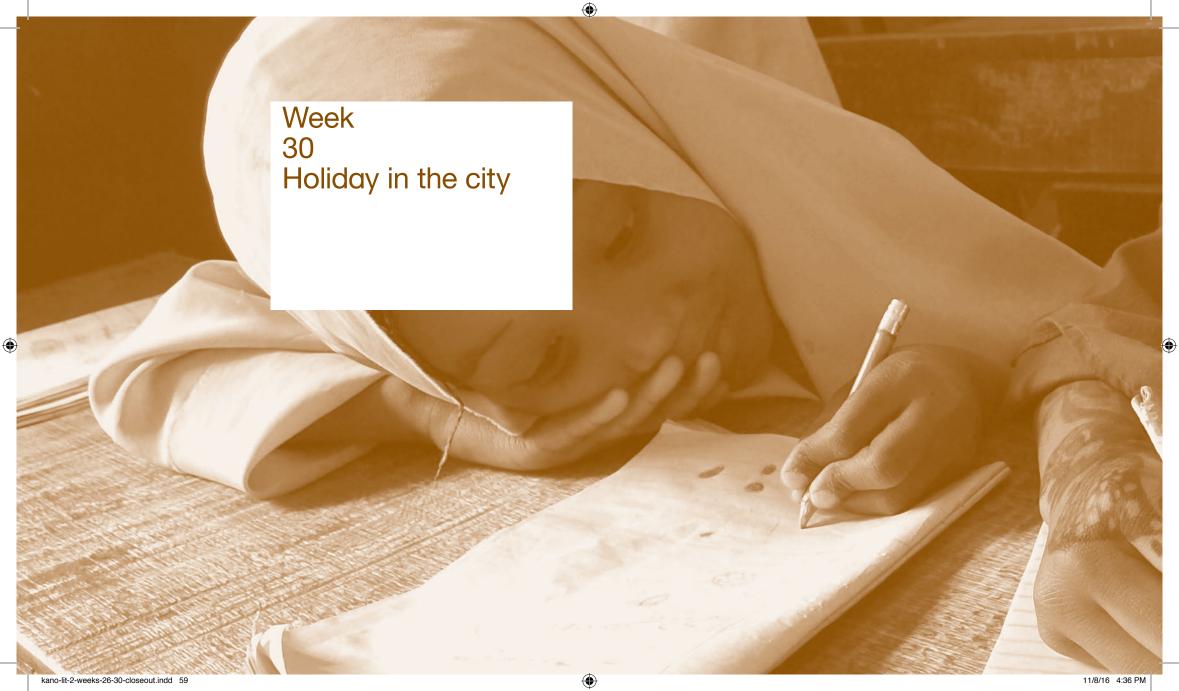
Whole class teaching

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

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

Ask them to say if they have missed anything out.









title

Animals at the zoo

Revision

15

minutes

Nigeria Primary English 2

Learning outcomes

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

Spell words with 'air' and 'oy'.

Write sentences about animals.

Teaching aids

Before the lesson:

Look at the picture in Nigeria Primary English 2, page 53.

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

Write the key words on large flash cards.

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

Letters and sounds

Whole class teaching

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

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

Ask them to look at the picture in Nigeria Primary English 2, page 53.

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

Ask each group to read their words.

Write them on the chalkboard.

Ask the pupils to check the spelling carefully.

Week 30 Holiday in the city Day 1

Literacy

Term 3

learning

lesson plans **Primary 2**

Assessment for







10 Story minutes

25 minutes 10 minutes

Introduction

Main activity

main doctivity

Whole class teaching

Read 'Holiday with an uncle' to the class.

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

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

Read the story again.

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

Whole class teaching

Point to your animal drawings on the chalkboard.

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

Ask if anyone has ever seen a lion.

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

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

Repeat this activity with the other animals.

Group task

Ask each group to role play one of the animals.

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

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

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

Ask them to write the name of the animal underneath.

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

Plenary

Whole class teaching

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





title

15 minutes Revision

Nigeria Primary English 2

Comprehension

Learning outcomes

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

Spell words with 'igh' and 'ur'.

Answer questions about a story.

Teaching aids

Before the lesson:

Look at the picture in Nigeria Primary English 2, page 31.

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

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

Whole class teaching

Letters and sounds

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

Choose someone to try to write it on the chalkboard.

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

Repeat with the 'ur' words.

Look at the picture in Nigeria Primary English 2, page 31 and ask the pupils to say sentences about it, eg: 'The family is happy'.

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

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

Week 30 Holiday in the city Day 2

Literacy

Term 3

learning

lesson plans **Primary 2**

Assessment for







10 Game minutes

minutes

Story

10 minutes

Introduction

Main activity

Group task

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

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

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

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

Whole class teaching

Read 'Holiday with an uncle' to the class.

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

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

Read the story again.

Read and explain the 'Holiday story' questions.

Group task

Divide the class into eight groups.

Give each group a question.

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

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

Plenary

Whole class teaching

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

Holiday story questions

Where do Zakari and Jamela live? Where did they go in the school holidays? What did they see in the big town? Where did they go the next day?

What did they do by the lake?

What is a zoo?

What did they see in the zoo?

How did Zakari and Jamela travel to the big town?



15 minutes Revision

Nigeria Primary English 2

Literacy lesson plans **Primary 2**

Term 3

Assessment for learning

Week 30 Holiday in the city Day 3

Playscript

Learning outcomes

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

Spell words with 'ear'.

Write a simple playscript.

Teaching aids

Before the lesson:

Remind yourself how to write playscripts.

Look at Nigeria Primary English 2, page 11.

Letters and sounds

Whole class teaching

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

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

Ask the pupils to look at the picture in Nigeria Primary English 2, page 11 and write down all the colours they can see.

Ask pupils to read their ideas out.

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

Ask pupils to say a sentence using a colour word.



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10 minutes

25 minutes Story

10 minutes

Introduction

Main activity

Main activity

Whole class teaching

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

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

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

Whole class teaching

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

Write, 'Here are two ___.'

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

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

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

Pair task

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

Read the story to them again.

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

Ask them to role play Zakari and Jamela talking.

Choose some pairs to show the class their role play.

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

Plenary

Whole class teaching

Read the part of the story about the zoo.

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

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





15 minutes Revision

Nigeria Primary English 2

Literacy lesson plans **Primary 2**

Term 3

Assessment for learning

Week 30 Holiday in the city Day 4

A thank you letter

Learning outcomes

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

Write some sentences with correct spelling and punctuation.

Write a thank you letter.

Teaching aids

Before the lesson:

Have ready the key words on large flash cards.

Look at Nigeria Primary English 2, page 39.

Letters and sounds

Whole class teaching

Ask the pupils to look at the picture in Nigeria Primary English 2, page 39.

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

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

Remind them of the rules for sentences.

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

Read some of the sentences to the class.





10 Story minutes

25 minutes 10 minutes

Introduction

Main activity

Plenary

Whole class teaching

Read 'Holiday with an uncle' to the class.

Choose some pupils to help you retell the story.

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

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

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

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

Individual task

Ask if anyone can remember how to write a letter.

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

On the chalkboard, write: 'Dumou village, Kano State'.

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

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

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

Write their different ideas on the chalkboard.

Make sure you also write the following words: 'Thank you', 'happy', 'overhead bridge', 'light', 'afternoon'.

Ask the pupils to use these words to write some sentences in their letters.

Tell them to write a sentence thanking the uncle under 'Dear Uncle'.

Then tell them to write sentences saying what they liked and what they saw.

Whole class teaching

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

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

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





Literacy lesson plans **Primary 2**

Term 3

Assessment for learning

Week 30 Holiday in the city Day 5

A thank you letter

Learning outcomes

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

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

Write a thank you letter.

Teaching aids

Before the lesson:

Read 'On the farm' in the introduction.

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

15 minutes

Revision

Letters and sounds

Whole class teaching

Tell the pupils you want to see how well they are doing and that you are going to say some sentences for them to write.

Tell them to think carefully about spelling.

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

Tell them to leave spaces between words.

Encourage them to do their best and not to worry.

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





Story

25 minutes 10 minutes

Introduction

Main activity

Group task

Read 'Holiday with an uncle' to the class.

Ask each group to role play a different animal.

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

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

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

Repeat with the other animals.

Group task

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

Write 'I liked ___.' on the chalkboard and read it with the class.

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

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

Individual task

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

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

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

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

Tell them to write 'Zakari' or 'Jamela' under this.

Plenary

Whole class teaching

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

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



Credits

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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