



THE PRESIDENT'S
RECOVERY
PRIORITIES

Education

Ministry of
Education,
Science and
Technology

Lesson plans for

PRIMARY *Language* ARTS

2
CLASS

1
TERM

NOT FOR SALE

Foreword

Our country's future lies in the education of our children. The Government of Sierra Leone is committed to doing whatever it takes to secure this future.

As Minister of Education, Science and Technology since 2007, I have worked every day to improve our country's education. We have faced challenges, not least the Ebola epidemic which as we all know hit our sector hard. The Government's response to this crisis – led by our President – showed first-hand how we acted decisively in the face of those challenges, to make things better than they were in the first place.

One great success in our response was the publication of the Accelerated Teaching Syllabi in August 2015. This gave teachers the tools they needed to make up for lost time whilst ensuring pupils received an adequate level of knowledge across each part of the curriculum. The Accelerated Teaching syllabi also provided the pedagogical resource and impetus for the successful national radio and TV teaching programs during the Ebola epidemic.

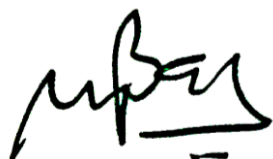
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans – one for each lesson, in each term, in each year for each class. This is a remarkable achievement in a matter of months.

These plans have been written by experienced Sierra Leonean educators together with international experts. They have been reviewed by officials of my Ministry to ensure they meet the specific needs of the Sierra Leonean population. They provide step-by-step guidance for each learning outcome, using a range of recognised techniques to deliver the best teaching.

I call on all teachers and heads of schools across the country to make best use of these materials. We are supporting our teachers through a detailed training programme designed specifically for these new plans. It is really important that these Lesson Plans are used, together with any other materials you may have.

This is just the start of education transformation in Sierra Leone. I am committed to continue to strive for the changes that will make our country stronger.

I want to thank our partners for their continued support. Finally, I also want to thank you – the teachers of our country – for your hard work in securing our future.



Dr. Minkailu Bah

Minister of Education, Science and Technology

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Introduction

to the Lesson Plan Manual

These lesson plans are based on the National Curriculum and meet the requirements established by the Ministry of Education, Science and Technology.

- 1  The lesson plans will not take the whole term, so use spare time to review material or prepare for exams
 - 2  Teachers can use other textbooks alongside or instead of these lesson plans.
 - 3  Read the lesson plan before you start the lesson. Look ahead to the next lesson, and see if you need to tell pupils to bring materials for next time.
 - 4  Make sure you understand the learning outcomes, and have teaching aids and other preparation ready – each lesson plan shows these using the symbols on the right.
 - 5  Quickly review what you taught last time before starting each lesson.
 - 6  Follow the suggested time allocations for each part of the lesson. If time permits, extend practice with additional work.
 - 7  Lesson plans have a mix of activities for the whole class and for individuals or in pairs.
 - 8  Use the board and other visual aids as you teach.
 - 9  Interact with all students in the class – including the quiet ones.
 - 10  Congratulate pupils when they get questions right! Offer solutions when they don't, and thank them for trying.
-  Learning outcomes
 Teaching aids
 Preparation

Lesson Title: Singing songs	Theme: Oral Language	
Lesson Number: L-02-001	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to sing and clap a new song with the group.</p>	 <p>Teaching Aids Song 'I Am Eating an Apple' at the end of the plan</p>	 <p>Preparation 1. Write the song 'I Am Eating an Apple', at the end of the plan, on the board. 2. Practise the actions in the song.</p>
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** What is the date today? Pupils might know, if not tell them.
- Say:** The date is the number of the day.
- Say:** Today is the ___ of _____. Write the month on the board and say the name of the month. Explain this is the month in English. Tell pupils we write the day of the week, the number of the day and the month.
- Say:** Let's remember some words in English. **Ask:** What is this? Do an action for run. Pupils say: run. Do actions for jump, write and read. Pupils say the words.
- Say:** Well done. Tell pupils today they are going to sing and clap a new song. The song has these words in it.

Introduction to the New Material (10 minutes)

- Point to the song on the board. Read the song line-by-line. Point to the words as you read the words.
- Read line 1. Do the action for eating when you point to the word. Draw an apple next to the word 'apple.'
- Read line 2. Do the action for sleeping when you point to the word. Draw a bed next to the word 'bed.'
- Repeat for the rest of the lines of the song. Draw the pictures next to the last word of each line, book, taxi, up and down arrows, fast/running.
- Say:** Very good listening. Now let's clap and sing together.
- Sing the song. Point to each word as you sing. Pupils sing and clap along with the song.

Guided Practice (10 minutes)

- Say:** Look at me. Do the actions of the song.
- Read line 1. Do the action for eating when you read the word. Pupils say the word and do the action. Repeat 2 times.
- Read line 2. Do the action for sleeping when you read the word. Pupils say the word and do the action. Repeat 2 times.
- Read line 3. Do the action for writing when you read the word. Pupils say the word and do the action. Repeat 2 times.
- Repeat to the end of the song.
- Say:** Let's sing and do the actions.
- Sing the song together. Do the actions for eating, sleeping, writing, driving, jumping, running.

8. Sing the song again faster. If there is time, you can sing the song in a high or low voice. This helps pupils remember the words.

Independent Practice (10 minutes)

1. Put pupils into pairs.
2. Pupils sing and clap the song together quietly.
3. Pupils do the actions for the song together.
4. Have pupils raise their hands to do the actions in the front of the class. Call 6 pupil volunteers to come to the front – 3 girls and 3 boys – and do the actions. The rest of the class sing the song.
5. **Say:** Ready, 1, 2, 3 go! Point to the words as the class sings.

Closing (2 minutes)

1. **Say:** Very good class. Point to the pictures at the end of each line of the song
2. **Ask:** What is this? (Answer: pupils say the name of the picture)

[SONG: I AM EATING AN APPLE]

by Karen Waterston

[Sing to music pupils know]

I am eating an apple.

I am sleeping in my bed.




I am writing in my book.

I am driving a taxi.

I am jumping up and down.

I am running very fast.

Lesson Title: Rhyming words	Theme: Oral Language	
Lesson Number: L-02-002	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to say and match rhyming words.</p>		<p>Teaching Aids Song 'I Am Writing A B C' at the end of the plan.</p>		<p>Preparation Write the song 'I Am Writing A B C', at the end of the plan, on the board.</p>
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Say:** What is the date today? **Say:** The date is the number of the day. Pupils might know, if not tell them. **Say:** Today is the ___ of _____.
3. Write the month on the board and say the name of the month.
4. **Say:** Let's remember some words. What is this? Do an action for write. Pupils say: write. Do actions for sleep, listen, point. Pupils say the words.
5. **Say:** Well done. Today we are going to say and match rhyming words.

Introduction to the New Material (10 minutes)

1. Point to the first word on the board.
2. Read the poem pointing to each word as you read it.
3. Check if pupils understand the meaning of the words in the poem. You can do actions to show the meaning (hold up your fingers for one, two, three) or point to the pictures.
4. **Say:** Let's read the poem together. I want you to do the actions as we read.
5. Read the poem again with pupils. **Say:** Now look and listen quietly.
6. Read the first two lines of the poem.
7. **Say:** Listen to these words. 'C.' Three. 'C.' Three.
8. Underline the letter 'C' and the word 'three'. **Say:** These sound the same. They rhyme. Repeat after me. 'C.' Three. 'C.' Three. Pupils repeat.
9. Read the rest of the poem stopping at each rhyming word. Tell pupils to repeat the rhyming words with you (words/birds, bed/head, and hair/chair).

Guided Practice (10 minutes)

1. Point to the word 'three'. **Say:** Repeat after me, 'three.' Pupils repeat.
2. Write the word 'three' on the left side of the board.
3. Point to the word 'head'. **Say:** Repeat after me, 'head.' Pupils repeat. Write the word 'head' on the right side of the board.
4. Tell pupils you will say a word. Pupils point to the left if the words rhymes with 'three'. They point to the right if the word rhymes with 'head.'
5. **Say:** Ready? Bee. Bee. Bee.
6. Pupils point to the left. Look around the class to check all pupils are pointing. Write the word on the left. Sound out the word as you write it.
7. **Ask:** What is this word? Pupils answer. If they don't know, draw a picture or tell them in your own language.
8. **Say:** Red. Red. Red.

9. Pupils point to the right. Write the word on the left. Sound out the word as you write it.
10. **Ask:** What is this word? Show me. Pupils point to something red.
11. Repeat for these words: she, said, me, see, he
12. **Say:** Let's read the words. Point to the words. Read the words together with pupils.

Independent Practice (10 minutes)

1. Tell pupils to open their exercise books and copy the rhyming words into their exercise books.
2. Tell them to draw pictures of one rhyming word from each group.
3. Ask pupils to volunteer to show you their pictures. Call on 1 boy and 1 girl to show you their pictures. Ask them to say the words.

Closing (2 minutes)

1. **Say:** Very good, class.
2. **Say:** Let's sing and do the actions together for the poem one more time. Pupils sing and do the actions together.

[SONG: I AM WRITING A B C]

by Tanya Cotter

[Sing to music pupils know]

I am writing a, b, c.

I am writing one, two, three!

I am writing all the words.

While I listen to the birds. (draw a picture of a bird)




I am sleeping in my bed. (draw a picture of a bed)

I am pointing at my head.

My mother's braiding my long hair.

While I'm sitting in my chair. (draw a picture of a chair)

Lesson Title: Words in the environment	Theme: Oral Language	
Lesson Number: L-02-003	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, the pupils will be able to identify objects and match them to their names in the classroom.</p>		<p>Teaching Aids Classroom objects.</p>		<p>Preparation Gather classroom objects: pencil, ruler, exercise book, rubber, pencil sharpener, bag, chair/bench, desk/table.</p>
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** What is the date today? **Say:** The date is the number of the day. Pupils might know, if not tell them. **Say:** Today is the ___ of _____.
3. Write the month on the board and say the name of the month.
4. **Ask:** What can you see in the classroom? Pupils say words.
5. Tell pupils today they are going to identify objects and match them to their names in the classroom.

Introduction to the New Material (10 minutes)

1. Hold up a pencil. Make sure everyone can see.
2. **Ask:** What is this? (Answer: pencil)
3. **Say:** This is a pencil. Repeat after me. Pupils say: This is a pencil.
4. Write the word 'pencil' on the board. Sound it out as you write it.
5. Hold up a ruler. Make sure everyone can see.
6. **Ask:** What is this? (Answer: ruler)
7. **Say:** This is a ruler. Repeat after me. Pupils say: This is a ruler.
8. Write the word ruler on the board. Sound it out as you write it.
9. Hold up and have pupils identify the remaining classroom objects. Write the words on the board as they say it (classroom objects: exercise book, rubber, pencil sharpener, bag, chair/bench and desk/table).

Guided Practice (10 minutes)

1. **Say:** What is this? Point to the word pencil on the board. Don't show the object.
Say: Show me. Pupils hold up a pencil. If they can't read the word, start sounding out the word, p-e-n... This helps pupils remember the word.
2. Repeat for each classroom object listed on the board.
3. Point to one of the words on the board.
4. **Ask:** Girls. What is this? Show me. The girls point to the object.
5. Point to one of the words on the board
6. **Ask:** Boys. What is this? Show me. The boys point to the object.
7. Point to one of the words on the board. **Ask:** Right side. What is this? Right side show the object. Repeat for left side.




Independent Practice (10 minutes)

1. Tell pupils to open their exercise books.
2. Draw the classroom object and write the word next to it. They can copy the words from the board.
3. They can finish at home if there is not enough time in class. Tell them to help each other if they can't remember the words.

Closing (2 minutes)

1. **Say:** Very good. You are writing in English.
2. **Ask:** What is this? Hold up a classroom object. Pupils say: This is a ...
3. Repeat with 5 different classroom objects.

Lesson Title: Oral discussion	Theme: Oral Language	
Lesson Number: L-02-004	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, the pupils will be able to tell their friend next to them 3 things about themselves.</p>	 <p>Teaching Aids 1. Dialogue 'About Me' at the end of the plan. 2. Picture or drawing of a girl.</p>	 <p>Preparation 1. Write 'About Me', at the end of the plan, on the board. 2. Display a picture or drawing of a girl on the board.</p>
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** What is the date today? **Say:** The date is the number of the day. Pupils might know, if not tell them. **Say:** Today is the ___ of _____.
3. Write the month on the board and say the name of the month.
4. **Ask:** What is your name? Pupils say: My name is ...
5. **Ask:** How old are you? Pupils say their age.
6. Tell pupils today they are going to tell their friend 3 things about themselves.

Introduction to the New Material (10 minutes)

1. Point to the picture on the board or hold up a picture of a girl.
2. Read the story.
3. Read the story again, point to each word as you read the words.
4. **Ask:** What is her name? (Answer: Isatu)
5. **Ask:** Girls: How old is she? (Answer: 7)
6. **Ask:** Boys: What does she like? (Answer: jumping)
7. Read the story again. Point to each word as it is read. **Say:** Repeat after me. Pupils repeat each line after you.
8. Repeat again with a low voice. Pupils repeat after you.
9. Repeat again with a singing voice. Pupils repeat after you.
10. Repeat again with a loud voice. Pupils repeat after you.

Guided Practice (10 minutes)

1. **Ask:** My name is (name). What is your name? Ask pupils to raise their hands to volunteer. Call on 4 different pupils: 2 girls and 2 boys from the front and back of the classroom.
2. **Say:** Repeat after me: My name is ...
3. **Ask:** How old are you? Call on 4 different pupils: 2 girls and 2 boys from the front and back of the classroom
4. **Say:** Repeat after me: I am, I am, I am. Pupils repeat.
5. **Say:** I like to jump. What do you like to do? Call on 4 different pupils: 2 girls and 2 boys from the front and back of the classroom.
6. **Say:** Repeat after me: I like, I like, I like. Pupils repeat.

Independent Practice (10 minutes)

1. **Say:** Work in pairs. Do the action for pair.

2. **Say:** Face your partner. Pupils face their partner. This shows pupils who are working together.
3. **Say:** Tell your partner 3 things. My name is ..., I am ..., I like ...
4. Pupils tell each other 3 things.
5. Ask pupils to raise the hand to volunteer to tell the class 3 things about themselves. Call on 1 girl and 1 boy to come to the front.
6. **Say:** Well done. Clap. Pupils clap together.

Closing (2 minutes)

1. **Say:** Very good. You are speaking English.
2. **Say:** I like jumping. Pupils who like jumping raise their hands.
3. Ask the pupils to bring their pencil case, exercise book and school bag to the lesson if they have these things.

[DIALOGUE: ABOUT ME]

by Karen Waterston




About me.

My name is Isatu.

I am 7 years old.

I like jumping.

Lesson Title: Words in the environment	Theme: Common Objects in The Classroom	
Lesson Number: L-02-005	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, the pupils will be able to use a word wall or invented spelling to write the names of common objects in class.</p>		<p>Teaching Aids Classroom objects</p>		<p>Preparation Gather classroom objects: pencil, ruler, exercise book, rubber, pencil sharpener, bag, chair/bench, desk/table.</p>
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Say:** What is the date today? **Say:** The date is the number of the day. Pupils might know, if not tell them. **Say:** Today is the ___ of _____.
- Write the month on the board and say the name of the month.
- Ask:** What is this? Hold up a ruler. (Answer: This is a ruler.)
- Say:** Well done. r-u-l-e-r. Sound out the word.
- Tell pupils today they are going to write names of classroom objects in class.

Introduction to the New Material (10 minutes)

- Hold up a pencil. Make sure everyone can see.
- Ask:** What is this? (Answer: This is a pencil.)
Draw a pencil on the board.
- Say:** When I say the word pencil, I hear the sound /p/.
Say: Write 'p' in the air. Pupils write 'p' in the air.
- Write the letter 'p' next to the picture of the pencil.
Say: Well done.
Hold up a bag.
Ask: What is this? (Answer: This is a bag.)
Draw a bag on the board.
- Say:** When I say the word bag, I hear the sound /b/.
Say: Write 'b' in the air. Pupils write 'b' in the air.

Guided Practice (10 minutes)

- Say:** Take out your exercise books. Now let's write words together.
- Say:** Draw the classroom objects from the board (pencil, bag).
- Say:** Write the first letter of each word next to the picture.
- Ask 2 pupils to raise their hand to volunteer to read one word they wrote.
- Ask:** What is this? (Answer: This is a ruler.) Draw a ruler on the board.
- Say:** When I hear the word ruler, I hear a sound. Write the sound you hear.
- Write the letter 'r' next to the picture of the ruler.
- Point to the desk/table. **Ask:** What is this? (Answer: desk/table) Draw the desk on the board.
- Points to the rubber. **Ask:** What is this (Answer: rubber). Draw the rubber on the board.




Independent Practice (10 minutes)

1. Tell pupils to draw a desk/table and rubber in their exercise book and write the words.
2. Tell them to write the letters they think make the word. It doesn't matter if it is correct or not.
This is to help pupils think about the sounds of letters in words.
3. Walk around the class. **Ask:** What does this word say?
4. **Say:** Very good writing.

Closing (2 minutes)

1. **Say:** Very good. You are writing in English.
2. **Ask:** What is this? Hold up a classroom object. Pupils say: This is a ...
3. **Ask:** What are the letters in the word? Pupils sound out the sounds of the word.
4. Repeat with 5 different classroom objects.

Lesson Title: Singing and chanting	Theme: Oral Language	
Lesson Number: L-02-006	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to participate in singing and chanting a song.</p>	 <p>Teaching Aids 1. Chant 'This and That' at the end of the plan. 2. 6 pencils</p>	 <p>Preparation 1. Write the chant 'This and That', at the end of the plan, on the board. 2. Put 3 pencils near you and 3 pencils far from you.</p>
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** What is the date today? Pupils say the day.
- Ask:** What is the month? Pupils say the month if they know it. If they don't, tell them and write it on the board.
- Say:** Let's remember some numbers. Hold up 3 fingers. **Ask:** How many fingers are there? Pupils say: 3. Repeat for 2, 7 and 10 fingers.
- Say:** Well done. Tell pupils today they are going to sing and a new chant.

Introduction to the New Material (10 minutes)

- Read the chant on the board.
- Point 1 finger to the pencil near you.
Say: This, this, this. Pupils do the action and say the word.
- Point 1 finger to a far away pencil.
Say: That, that, that. Pupils do the action and say the word.
- Point 2 fingers at 3 pencils near you.
Say: These, these, these. Pupils do the action and say the word.
- Point 2 fingers to 3 far away pencils.
Say: Those, those, those. Pupils do the action and say the word.
- Repeat the chant with actions for this, that, these, those. Pupils do the action and say the words
- Say:** Repeat after me. Do the actions and say the words. Pupils repeat with you.

Guided Practice (10 minutes)

- Tell pupils to do the action when you say the words.
- Say:** This. Pupils point 1 finger near them.
Say: That. Pupils point 1 finger far away from them.
Say: These. Pupils point 2 fingers near them.
Say: Those. Pupils point 2 fingers away from them.
- Repeat 3 times with the words in a different order.

Independent Practice (10 minutes)

- Tell pupils to work in pairs.
- Tell pupils to say the chant together with the actions.
- Pupils take turns to say the chant quietly in their pairs.
- Ask pairs to raise their hand to volunteer to do the chant in front of the class.

5. Call on 3 pairs to come to the front. Tell them to do the chant. The rest of the class do the actions.
6. **Say:** Well done.

Closing (2 minutes)

1. **Say:** Very good class. Let's chant together.
2. Do the chant with the actions.

[CHANT: THIS AND THAT]

by Karen Waterston

This pencil, that pencil

This and that.




These pencils those pencils.

These and those.

This and that, these and those

All the things we can show.

Lesson Title: Pronouns	Theme: Oral Language	
Lesson Number: L-02-007	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use words (this, that, these, and those) to describe different locations.</p>		<p>Teaching Aids 6 rulers and 6 rubbers.</p>		<p>Preparation Put 3 rulers and 3 rubbers near you, and 3 rulers and 3 rubbers far from you.</p>
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** What is the date today? Pupils say the day.
- Ask:** What is the month? Pupils say the month if they know it. If they don't, tell them and write it on the board.
- Say:** Let's remember some words from the last lesson. Do the action for 'this'. Pupils say: This. Repeat for that, these and those.
- Say:** Well done. Tell pupils today they are going to use these words to describe different locations.

Introduction to the New Material (10 minutes)

- Say:** This ruler. Point to 1 ruler near you.
Say: That ruler. Point to 1 ruler far from you.
Ask: How many rulers? (Answer: 1).
- Say:** These rulers. Point to 3 rulers near you. Use two fingers to show plural.
Say: Those rulers. Point to 3 ruler far from you. Use two fingers to show plural.
Ask: How many rulers? (Answer: 3).
- Explain to pupils that we use 'this' and 'that' for singular/one of something. We use 'these' and 'those' for plurals/more than one of something.
- Say:** Lets practice with the rubber. This rubber. Point to 1 rubber near you.
Say: That rubber. Point to 1 rubber far from you.
Ask: How many rubbers? (Answer: 1)
- Say:** These rubber. Point to 3 rubbers near you. Use two fingers to show plural.
Say: Those rubbers. Point to 3 rubbers far from you. Use two fingers to show plural.
Ask: How many rubbers? (Answer: 3)
- Explain to pupils that we use 'this' and 'that' for singular/one of something.
- We use 'these' and 'those' for plurals/more than one of something.

Guided Practice (10 minutes)

- Tell pupils to say the words when you do the action.
- Do the action for 'this'. Pupils say: this
Do the action for 'that'. Pupils say: that
Do the action for 'these'. Pupils say: these
Do the action for 'those'. Pupils say: those
- Repeat 3 times with the words in a different order.




Independent Practice (10 minutes)

1. Tell pupils to put their rulers, pencils and rubbers on their desks.
2. Tell pupils to work in pairs to use the words: this/that/these/those to describe the locations.
3. One pupil points to a pencil near or far.
4. The others say: this/that pencil. They do the action.
Another pupil points to rulers near or far.
5. The others say: these/those rulers. They do the actions.
6. Continue until everyone in the group has had 2 turns.

Closing (2 minutes)

1. **Say:** Very good, class.
2. **Say:** This. Show me. Pupils do the action.
Say: Those. Show me. Pupils do the action.
3. **Ask:** What other 2 words did we learn today? Pupils say: that and these.

Lesson Title: Comparative adjectives	Theme: Oral Language	
Lesson Number: L-02-008	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to list examples of different comparative adjectives.</p>		<p>Teaching Aids Classroom objects</p>		<p>Preparation 1. Gather classroom objects: rubber and bag. 2. Practice drawing a mouse on the board.</p>
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Opening (3 minutes)

1. Greet the class. Guide pupils to respond in a complete sentence.
2. **Ask:** What is the date today? Guide pupils to respond in a complete sentence. (Answer: Today is month-date-year.)
3. Write the date on the board. Point to the word and number moving your finger along it as you say it. Ask pupils to repeat the date 2-3 times.
4. **Say:** Let's practice some words in English.
5. Do an action for big. **Ask:** What is this? (Answer: big)
6. Do an action for small. **Ask:** What is this? (Answer: small)
7. Hold up a bag and a rubber. **Say:** Point to which one is big? Pupils point to the bag.
8. Tell pupils today they are going to list different comparative adjectives. We will compare two things.
9. Explain the meaning of the word 'compare' using the local language.

Introduction to the New Material (10 minutes)

1. Do an action for 'tall.' **Ask:** What is this? (Answer: tall)
2. Draw a picture of a child on the board. Write the word 'tall' under the picture. **Say:** tall
3. Draw a picture of a taller child next to the first picture. **Say:** taller
4. Write the word 'taller' under the second picture. **Say:** taller
5. Explain we are comparing two things. Underline -er. Explain this is how we show one is more than the other.
Say: Tall-er. Tall-er. Tall-er. Clap for each sound, 2 claps for the word. Tall-er.
6. Draw a mouse on the board. Do an action for small.
Ask: What is this? Pupils say: small. Write 'small' under the drawing of mouse.
7. Draw an ant next to the drawing of the mouse. **Say:** Smaller. Write 'smaller' under the drawing of the ant. Underline -er.
Say: Small-er. Small-er. Small-er. Clap for each sound.
8. Draw a picture of a child on the board on the left side. **Say:** She is 5 years old. Write the number 5 above the drawing. Draw a child on the right. **Say:** She is 10 years old. Write the number 10 above the drawing.
9. **Say:** Point to who is older. Write: old – older under the two drawings.
10. **Say:** Old-er, old-er, old-er. Point to the drawing of the 10 year old. Clap for each sound as you say it.
11. Point to the words on the board under the drawings. **Say:** Repeat after me. Tall-taller. Small-smaller. Old-older. Pupils repeat.

Guided Practice (10 minutes)

1. Bring two pupil volunteers to the front. One tall girl and one short boy.
2. **Ask:** Point to who is tall? Pupils point to the girl.
Ask: How do we say this in English to compare her height to his. Pupils say: taller
Say: Very good. She is taller. Repeat after me. Pupils repeat.
3. Ask to 2 more pupil volunteers to come to the front. One older and one younger.
Ask each pupil: How old are you? Pupils answer.
Ask: Which one is old? Pupils point.
Ask: How do we say this to compare? Pupils say: Older.
4. **Say:** Very good. Repeat after me. She/He is older. Pupils repeat.
5. Do an action for short. **Ask:** What is this? Pupils say short.
Ask: Which one is shorter. Pupils point to the shorter pupil.
Ask: How do we say this? Some pupils might say: shorter. If they don't, say: shorter.
6. **Say:** Repeat after me. She/he is shorter. Point to the shorter pupil. Pupils repeat.




Independent Practice (10 minutes)

1. Tell pupils to open their exercise books. Tell them to draw a picture of themselves and their best friend.
2. Tell pupils to write words on the board above the drawing to tell who is taller/shorter/older.

Closing (2 minutes)

1. **Say:** Very good, class.
2. **Ask:** What words did we learn today. Pupils say: older/shorter/taller.

Lesson Title: Oral discussion: Friends	Theme: Oral Language	
Lesson Number: L-02-009	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to tell a partner three things about their best friend.</p>		<p>Teaching Aids Picture or drawing of a girl and boy</p>		<p>Preparation Display a picture or drawing of a girl and a boy on the board.</p>
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Opening (3 minutes)

1. Greet the class. Guide pupils to respond in a complete sentence.
2. **Ask:** What is the date today? Guide pupils to respond in a complete sentence. (Answer: Today is month-date-year.)
3. Write the date on the board. Point to the word and number moving your finger along it as you say it. Ask pupils to repeat the date 2-3 times.
4. **Say:** Raise your hand to tell me, who is your best friend? What is his/her name?
5. Call on 2 pupils to respond: 1 boy and 1 girl.
6. Tell pupils today they are going to tell their partner three things about their best friend.

Introduction to the New Material (10 minutes)

1. Draw a picture of a girl and boy on the board.
2. Point to the drawing of the girl.
Say: This is Fatumata. She is 8 years old. Tell pupils we say 'she' for a girl.
3. Point to the word 'she.' **Say:** She. Tell pupils repeat 3 times.
4. Write: She is 8. Sound out the words as you write them.
5. **Say:** She, she, she. She is tall. Do the action for tall.
6. Write: She is tall. Sound out the words as you write them.
7. **Say:** She likes running. Do the action for running. **Write:** She likes running. Sound out the words as you write them.
8. Draw a picture of a boy on the board. Point to the drawing of the boy.
Say: This is Amadou. He is 10 years old.
9. Tell pupils we say 'he' for a boy. Point to the word he and **say:** He. Pupils repeat 3 times.
10. Write: He is 10. Sound out the words as you write them.
11. **Say:** He, he, he. He is short. Do the action for short.
Write: He is short. Sound out the words as you write them.
12. **Say:** He likes reading. Do the action for reading.
Write: He likes reading. Sound out the words as you write them.
13. Read the sentences again. Point to the words as you read them.
14. Point to the drawing of the girl. **Ask:** She or he? (Answer: she)
15. Point to the drawing of the boy. **Ask:** She or he? (Answer: he)
16. Point to a girl in the class. **Ask:** She or he? Pupils say: (Answer: she)
17. Point to a boy in the class. **Ask:** She or he? (Answer: He)
18. Repeat 2 times with a different girl and boy.

Guided Practice (10 minutes)

1. Point to the drawing of the girl on the board.
Ask: Who is this? Guide pupils to respond in a complete sentence (Answer: She is Fatumata.)
2. **Say:** She is ...? Point to the number. Point to the words. (Answer: She is 8.)
Say: She is ...? Do an action for tall. Point to the words. (Answer: She is tall.)
3. Point to the drawing of the boy on the board.
Ask: Who is this? Pupils say: He is Amadou.
Say: He is ...? Point to the number. (Answer: He is 10.)
Say: He is ...? Do an action for short. (Answer: He is short.)




Independent Practice (10 minutes)

1. Tell pupils to work in pairs. Explain that they will tell each other 3 things about their best friend.
He/she is (name)
He/she is (number for age)
She/he is tall/short.
2. Pupils tell each other about their best friend.
3. Call on 2 pupils: 1 girl and 1 boy to come to the front. Tell the class about their best friend.
4. **Say:** Well done. Clap. Everyone claps.

Closing (2 minutes)

1. **Say:** Very good, class.
2. **Say:** Point to 'she'. Pupils point to girls. **Say:** Point to 'he'. Pupils point to boys.

Lesson Title: Recognising letters in our names	Theme: Oral Language	
Lesson Number: L-02-010	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to name and write letters in their names.</p>		<p>Teaching Aids The alphabet</p>		<p>Preparation Write the alphabet, in lower case letters, on the board.</p>
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Opening (3 minutes)

1. Greet the class. Guide pupils to respond in a complete sentence.
2. **Ask:** What is the date today? Guide pupils to respond in a complete sentence. (Answer: Today is month-date-year.)
3. Write the date on the board. Point to the word and number moving your finger along it as you say it.
4. **Ask:** What is your name? Pupils shout out their name.
5. Tell pupils today they are going to name and write letters in their names.

Introduction to the New Material (10 minutes)

1. Look at the alphabet on the board.
2. **Say:** Let's sing the alphabet. Sing together. Point to each letter as you sing it.
3. **Say:** Stand up if your name begins with this letter. Read each letter.
4. Pupils stand up if their name begins with the letter.
5. Do it again very quickly.

Guided Practice (10 minutes)

1. Write your name on the board.
Tell pupils that you have written your name on the board.
2. Tell pupils when you write in English you write left to right.
Show how you write from left to right.
3. Tell pupils when you write your name the first letter is an uppercase letter.
Draw a line under the first letter in your name to show how you start with an uppercase letter.
4. Tell pupils when you write, you write in a straight line.
Show how you write in a straight line.
5. Point to your name.
6. **Say:** Let's say the letters together. Say the name of the letters. Pupils repeat.




Independent Practice (10 minutes)

1. Tell pupils work in pairs.
2. Tell pupils to write their name in their exercise book.
3. Tell pupils to say their name and name the letters in their name.
4. If there is time, tell pupils to draw a picture of themselves and write their name above their drawing.

Closing (2 minutes)

1. **Say:** Very good, class.
2. **Ask:** Raise your hands if you have this letter in your name. Say different letters of the alphabet.
Pupils raise their hands.

Lesson Title: Tiny Tale: 'My Auntie'	Theme: Oral Language	
Lesson Number: L-02-011	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to discuss and co-write a Tiny Tale 'My Auntie'.</p>	 <p>Teaching Aids 1. Picture or drawing of your auntie. 2. Tiny Tale 'My Auntie' at the end of the plan.</p>	 <p>Preparation 1. Display a picture or drawing of your auntie on the board. 2. Write the Tiny Tale 'My Auntie', at the end of the plan. on the board.</p>
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Opening (3 minutes)

1. Greet the class. Guide pupils to respond in a complete sentence.
2. **Ask:** What is the date today? Guide pupils to respond in a complete sentence. (Answer: Today is month-date-year.)
3. Write the date on the board. Point to the word and number moving your finger along it as you say it.
4. **Ask:** Have you got a sister?
Ask: Have you got a brother?
Ask: Have you got an auntie?
5. Tell pupils today they are going to discuss and co-write a story about My Auntie.

Introduction to the New Material (10 minutes)

1. Point to the drawing on the board or hold up the picture of your auntie.
2. **Say:** This my auntie. She is Hawa. She lives with us in our house. She is very happy and she laughs a lot. She helps my mother in the house. She can do a lot of things.
3. Say the sentences in English first. Ask the pupils if they know the meaning. If not, tell them in your own language.
4. **Say:** My auntie can do a lot of things. She can cook. Do the action for cook.
Say: My auntie can read. Do the action for read.
Say: My auntie can sing. Do the action for sing.
5. **Say:** Let's write a story of what your auntie can do.
6. Point to the story on the board. Point to the title. **Say:** *My Auntie*. Explain that this is the title. It tells us that the story is about.
7. **Ask:** What can your auntie do? Tell your partner.
Give pupils a moment to tell their partner. Tell them they can use their own language.
8. **Ask:** What can your auntie do? Call on pupils to say what their aunts can do. If they don't know the word in English, they can use their own language.
9. **Say:** Let's write the words in the story.

Guided Practice (10 minutes)

1. **Ask:** Can your auntie cook? Pupils say: yes
2. **Say:** Your auntie can cook. Let's write that.
3. **Write:** 'c' on the board at the end of the line 'My Auntie can ____.'
4. Sound out the letter as you write it. c, c, c. **Ask:** What letter is this? Pupils say: 'c'

5. Write: 'oo.' Sound out the letters. Oo, oo, oo. **Ask:** What letter is this? Pupils say: 'o'
6. Write: 'k.' Sound out the letter. K, k, k. **Ask:** What letter is this? Pupils say: 'k'
7. **Say:** Let's read the word together. **Say:** /c-o-o-k/ cook. Point to each letter as you sound out the word. Pupils sound out the word together with you.
8. **Say:** My auntie can cook. Read the line and point to each word.
Ask: What can your auntie do? Pupils say words.
9. Choose 2 words pupils say that their aunties can do. Choose 2 short words, for example: read, sing, run, jump, sell, sew.
10. Repeat steps 3 - 8 for the 2 words you choose.
11. Read the whole poem. Point to each word. Pupils repeat.

Independent Practice (10 minutes)

1. Tell pupils to draw a picture of their auntie in their exercise book.
2. Tell them to choose 1 word from the poem that their auntie can do.
3. Tell them to write the word next to their picture. Stronger pupils can write the whole sentence: 'My auntie can ...'

Closing (2 minutes)

1. **Say:** Very good, class. Let's read together.
2. Point to the story. Read each line. Stop at the words you wrote together. Pupils say the word.
3. **Say:** Very good. You are reading English.

[TINY TALE: MY AUNTIE]

From Class 2 Teacher's Guide: Using the Reading Supports (RAISES Education Project)

See my auntie:




My auntie can _____

My auntie can _____

My auntie can _____

See my auntie!

Lesson Title: Rhyming words in poetry	Theme: Oral Language	
Lesson Number: L-02-012	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify rhyming words ending in ‘-an’ in a short poem.</p>	 <p>Teaching Aids Poem ‘The Man Ran’ at the end of the plan.</p>	 <p>Preparation 1. Write the poem ‘The Man Ran’, at the end of the plan, on the board. 2. Draw a vertical line down the middle of the board. 3. Practise drawing a fan, man, pan and can.</p>
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Opening (3 minutes)

1. Greet the class. Guide pupils to respond in a complete sentence.
2. **Ask:** What is the date today? Guide pupils to respond in a complete sentence. (Answer: Today is month-date-year.)
3. Write the date on the board. Point to the word and number moving your finger along it as you say it
4. Draw a picture of a cat on the board.
Ask: What is this? (Answer: It is a cat.)
5. **Ask:** What word sounds the same as cat?
6. Pupils might remember the word hat. If not, draw a hat on the board. Pupils say: hat.
7. Tell pupils today they are going to identify rhyming words ending in ‘an’ in a short poem.

Introduction to the New Material (10 minutes)

1. Write: ‘an’ on the left side of the board.
2. Sound out the letters as you write them: a-n. an.
Ask pupils to repeat.
3. **Ask:** How do we say this? Pupils say: an.
4. Write ‘f’ next to ‘an’. **Say:** Let’s say the sounds together. Sound out each letter. f-a-n. Pupils say the sounds with you. f-a-n.
5. Sound out the letters again. Do it faster and faster. Say the word. F-a-n. f-a-n. f-a-n. fan.
6. **Ask:** What is a fan? Tell pupils or draw a picture on the board.
Say: Very good, you are reading. **Say:** Let’s do another one.
7. Rub out the letter ‘f’. Write ‘m’.
8. **Ask:** What is this letter? What sound is it? Pupils say: ‘m’ and say the sound of the letter. Point to each letter. **Say:** Let’s say the sounds together. Sound out each letter. m-a-n. Pupils say the sounds with you. m-a-n.
9. Sound out the letters again. Do it faster and faster. Say the word: m-a-n, m-a-n, m-a-n, man.
10. **Ask:** What is a man? If pupils don’t know, tell them in or draw a picture on the board.
11. Repeat steps 8 -10 for ‘pan’.

Guided Practice (10 minutes)

1. Point to the poem on the right side of the board.

2. **Say:** Let's read together. Show me your reading finger.
Guide pupils to hold up their index finger.
3. Point and read each word but stop at the last word.
Guide pupils to read the last word of each line.
Sound out the letters together for these words if pupils find them difficult.
Explain the meaning of the words if pupils don't know.
4. Read the poem again. Don't say the words. Pupils read the words.
5. **Ask:** Which words in the poem sound the same? (Answer: man, fan, can, pan, ran)
6. Point to the words: man, fan, can, pan, ran. Pupils say the words.
7. **Say:** These words have the same sound. They rhyme.

Independent Practice (10 minutes)

1. **Say:** Can you draw a picture of 2 words in the poem?
2. **Say:** Write the word next to your picture.
3. Pupils who finish early can draw and write more words from the poem.

Closing (2 minutes)

1. Point to the poem. Pupils read the words.
2. **Say:** Very good. You are reading.
3. Explain that letters have sounds. Sounds make words and some words have the same end sound. These words rhyme.
4. Tell pupils to think of word that rhyme at home and in their community.

[*POEM: THE MAN RAN*]

by Karen Waterston

I see a man.




He has a fan.

He has a can.

He has a pan.

Then he ran, ran, ran.

Lesson Title: Letter work: Aa	Theme: Oral Language Letter work: Aa	
Lesson Number: L-02-013	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify the letter 'Aa' and make its sound.</p>	 <p>Teaching Aids 1. The alphabet 2. Tiny Tale 'My Auntie' at the end of the plan.</p>	 <p>Preparation 1. Write the alphabet at the top of the board (or use an alphabet strip). 2. Write the Tiny Tale 'My Auntie', at the end of the plan, on the board.</p>
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Opening (3 minutes)

1. Greet the class. Guide pupils to respond in a complete sentence.
2. **Ask:** What is the date today? Guide pupils to respond in a complete sentence. (Answer: Today is month-date-year).
3. Write the date on the board. Point to the word and number moving your finger along it as you say it.
4. Point to the alphabet strip. Point to letter 'Aa'. **Ask:** What letter is this? (Answer: Aa)
5. Tell pupils today they are going to identify letter 'Aa' and make its sound.

Introduction to the New Material (10 minutes)

1. **Say:** This is the story about my auntie. Let's read. Point to the story.
2. Point to the word 'auntie'. **Ask:** What is this? Tell pupils if they don't know.
3. Point to the word 'see'. **Ask:** What is this? Pupils do an action. If they don't know, do the action.
4. Point to the word 'my'. **Ask:** What is this? Pupils do an action. If they don't know, do the action.
5. Repeat step 4 for these word: cook, read, eat, cassava.
6. It is important to check pupils understand the words in English.
7. Read the story again together.

Guided Practice (10 minutes)

1. **Ask:** Can you see letter 'Aa' in the story? Pupils raise their hands.
2. Call on 1 girl and 1 boy to come to the front. Point to the letter 'Aa' in the title. Underline the letter 'a'. **Say:** Thank you. Please sit down.
3. **Ask:** What is the sound? Pupils say: /a/
4. **Ask:** Can you see another letter 'Aa'? Pupils raise their hands. Underline the letter 'a'. **Say:** Thank you. Please sit down.
5. **Ask:** What is the sound? Pupils say: /a/
6. Repeat steps 4 - 5 for all the lines in the story.

Independent Practice (10 minutes)

1. Tell pupils to choose 1 word in the poem with letter 'a'. Write the word. Underline the letter 'a'.
2. Stronger pupils can write more words from the story with letter 'a'.

Closing (2 minutes)

1. **Say:** Very good. Show me an upper case 'A'. Pupils draw an uppercase 'A' in the air.
2. **Say:** Very good. Show me a lower case 'a'. Pupils draw a lowercase 'a' in the air.
3. **Ask:** What is the sound? Pupils say: /a/
4. Tell pupils to look for the letter 'Aa' at home and in the community.

[TINY TALE: MY AUNTIE]

From Class 2 Teacher's Guide: Using the Reading Supports (RAISES Education Project)

See my auntie:




My auntie can cook.

My auntie can read.

My auntie can eat cassava.

See my auntie!

Lesson Title: Oral discussion: On your way to school	Theme: Oral Language	
Lesson Number: L-02-014	Class/Level: Class 2	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to describe something exciting they saw on their way to school.		Teaching Aids None		Preparation None
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Opening (3 minutes)

1. Greet the class. Guide pupils to respond in a complete sentence.
2. **Ask:** What is the date today? Guide pupils to respond in a complete sentence. (Answer: Today is month-date-year.)
3. Write the date on the board. Point to the word and number moving your finger along it as you say it.
4. **Say:** Let's remember some words. Point to different classroom objects.
5. **Ask:** What is this? Pupils answer.
6. Tell pupils today they are going to describe something exciting they saw on their way to school.

Introduction to the New Material (10 minutes)

1. **Say:** On my way to school this morning, I saw a lot of things. Do actions to help pupils understand your words.
2. **Say:** I saw a cat and a car. I saw a tall girl. I saw a big apple. I saw a short man. I saw my auntie. I saw the school. I saw you.
Point to the pupils when you say 'you'. Do actions for the words as you say 'them.'
3. Say the sentences again.
4. **Ask:** What did I see on my way to school? Can you remember?
Call on pupil volunteers to share what they saw on the way to school. Guide pupils to respond in complete sentences.

Guided Practice (10 minutes)

1. **Say:** Let's play a game. Explain that this is a memory game. They need to remember the words.
2. **Say:** Let's do an example.
3. Call on a pupil volunteer to come to the front of the class to demonstrate the game with you.
Explain that you will say one thing you saw on your way to school.
4. **Say:** On my way to school, I saw a cat.
5. Tell the pupil volunteer to say your word, 'cat,' and another word of what they saw on their way to school, for example, 'dog.'
Pupil Volunteer says: cat, dog
6. Explain to pupils that in the game each person will repeat what was said and add another word of what they saw on their way to school.
7. Demonstrate the game to the class with the pupil volunteer for 3 more words.
8. Call on a different pupil volunteer to come to the front of the class and to demonstrate the game with you.
9. Play the game again with the new pupil volunteer, continue for 7 words.




Independent Practice (10 minutes)

1. Tell pupils to work in pairs and play the memory game to say something exciting they saw on their way to school.
2. Pairs who finish early (run out of words) can draw a picture of what they saw on their way to school.

Closing (2 minutes)

1. **Say:** Very good. Point to a pair. **Ask:** How many words did you say?
2. Point to another pair. **Ask:** How many words did you say?
3. **Say:** Well done, class. You know a lot of words in English.

Lesson Title: Matching letters (Aa) and words	Theme: Oral Language Letter work: Aa	
Lesson Number: L-02-015	Class/Level: Class 2	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to draw and label words beginning with 'Aa'.		Teaching Aids None		Preparation Draw 'Aa' words on the board: axe, apple, ant, arm, auntie.
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Opening (3 minutes)

1. Greet the class. Guide pupils to respond in a complete sentence.
2. **Ask:** What is the date today? Guide pupils to respond in a complete sentence. (Answer: Today is month-date-year.)
3. Write the date on the board. Point to the word and number moving your finger along it as you say it.
4. Write the letter 'Aa' on the board.
5. **Ask:** What is the name of this letter? Pupils say: 'Aa'
6. Ask a pupil volunteer to identify the upper case letter. Ask another pupil volunteer to identify the lower case letter.
7. Tell pupils today they are going to draw and label words beginning with 'Aa'.

Introduction to the New Material (10 minutes)

1. **Ask:** What is this? Point to the picture of apple. Pupils say: apple
2. **Say:** Yes, apple. Repeat after me. Pupils repeat.
3. **Ask:** What is this? Point to the picture of axe. Pupils say: axe
4. **Say:** Yes, axe. Repeat after me. Pupils repeat.
5. Repeat steps 3 - 4 for arm, ant, and auntie.
6. Ask pupils to think about what these pictures have in common.

Guided Practice (10 minutes)

1. **Say:** Let's write the words.
2. Point to the picture of apple. **Ask:** What is the first sound? Pupils say: 'a.' Write: 'a'.
3. **Say:** Very good.
4. Point to the picture of an axe. **Ask:** What is the first sound? Pupils say: 'a'. Write: 'a'.
5. Repeat steps 5 - 6 for the words: arm, ant, and auntie.
Alternate between boy and girl pupils to volunteer and come to the board and write the letter 'a' near the picture.




Independent Practice (10 minutes)

1. **Say:** Open your exercise books. Do an action for open.
2. **Say:** Choose 3 words from the board. Draw the picture and write the words.
3. Pupils who finish quickly can choose more words that begins with the letter 'a' to write and draw.

Closing (2 minutes)

1. Rub out the pictures on the board. Point to the words.
2. **Ask:** What is this word? Pupils read the word.
3. **Say:** Very good. You are reading.

Lesson Title: Poem: 'School Bell'	Theme: Oral Language	
Lesson Number: L-02-016	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to read 'School Bell' and discuss it.</p>		<p>Teaching Aids</p> <ol style="list-style-type: none"> 1. A bell 2. Poem 'School Bell' at the end of the plan 		<p>Preparation</p> <ol style="list-style-type: none"> 1. Gather the school bell, or a picture or drawing of one. 2. Write the poem 'School Bell', at the end of the plan, on the board.
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Opening (3 minutes)

1. Greet the class. Guide pupils to respond in a complete sentence.
2. **Ask:** What is the date today? Guide pupils to respond in a complete sentence. (Answer: Today is month-date-year.)
3. Write the date on the board. Point to the word and number moving your finger along it as you say it.
4. Hold up the school bell. Ring the bell (or draw one on the board).
5. **Ask:** Why is a bell important? (Possible answers: It tells us to come to class. It tells us it's lunchtime.)
6. Tell pupils today they are going to read 'School Bell' and discuss it.

Introduction to the New Material (10 minutes)

1. Point to the drawing of a bell or hold up the bell you have.
2. Tell pupils to repeat after you. **Say:** Bell. Bell. School bell.
3. **Say:** Let's read the poem. Hold up your finger. **Say:** Follow me with your reading finger
4. **Say:** We read from left to right. We read from top to bottom.
5. Read the poem, line by line. Pupils follow with their finger.
6. Read each line until finish.
7. Ask pupils if there are any words they do not know. If there are word they do not, do an action or tell them the meaning.
8. **Say:** Lets read the poem again. Girls say one line, boys say the next line. Ready? Girls, line 1. Girls read line 1 as you point to the words.
9. **Say:** Boys. Line 2. Boys read the next line as you point to the words.
10. Continue to the end of the poem.

Guided Practice (10 minutes)

1. Write the word 'bell' on the board in big writing.
2. **Say:** Let's read the word. Point to each letter. Sound out the letters. b-e-l-l. bell.
3. Rub out the letter 'b'. Write: 't'.
Say: Let's read. Point to the letters. Pupils sound out the word. t-e-l-l. tell.
Ask: What does this word mean?
4. Rub out the letter 't'. Write: 's'.
Say: Let's read. Point to the letters. Pupils sound out the word. s-e-l-l. sell.
Ask: What does this word mean? **Ask:** Where do people sell things? (Answer: market)

5. Rub out the letter 's'. Write: 'w'.

Say: Let's read. Point to the letters. Pupils sound out the word. w-e-l-l. well.

Ask: What does this word mean? Draw a picture of a well.

6. Write: bell, tell, sell, well. **Say:** Let's read. Point to the words. Pupils say the words.

Independent Practice (10 minutes)

1. **Say:** Open your exercise books. Draw a school bell.

2. Write: 'School Bell' next to your picture.

3. **Say:** Use an uppercase letter at the beginning of each word.

4. Pupils who finish quickly can choose another word to draw and write.

Closing (2 minutes)

1. **Say:** Very good, class. You are reading.

2. Let's read and clap together. Point to the words. Pupils read and clap.

[*POEM: SCHOOL BELL*]

From 1, 2, 3 Read and Write with Me! Stories and Poems (RAISES Education Project)




The school bell
calls us,
'Come, come, come.'

The school bell
calls us,
'Run, run, run.'

The school bell
calls us,
'Stand in line.'

The school bell
calls us,
'Come and learn!'

Lesson Title: Matching letters (Bb) and words	Theme: Oral Language Letter work: Bb	
Lesson Number: L-02-017	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to match letter 'Bb' to its sound and words.</p>	 <p>Teaching Aids The alphabet</p>	 <p>Preparation 1. Write the alphabet at the top of the board (or use an alphabet strip). 2. Write these words on the left side of the board: ant, axe. 3. Write these words on the right side of the board: box, book, bee and bag.</p>
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Opening (3 minutes)

1. Greet the class. Guide pupils to respond in a complete sentence.
2. **Ask:** What is the date today? Guide pupils to respond in a complete sentence. (Answer: Today is month-date-year.)
3. Write the date on the board. Point to the word and number moving your finger along it as you say it.
4. Point to the alphabet strip or alphabet written on the board.
5. **Ask:** What is this? (Answer: the alphabet)
6. Point to letter 'Bb'. **Ask:** What letter is this? (Answer: 'Bb')
7. **Ask:** What is this? Do an action for ringing a bell. (Answer: bell)
8. Tell pupils today they are going to match letter 'Bb' to its sound and words.

Introduction to the New Material (10 minutes)

1. Point to the picture of the axe. **Ask:** What is this? Pupils say the words.
2. Point to the picture or drawing of ant. **Ask:** What is the first letter? (Answer: 'a')
3. Point to the picture or drawing of book. **Ask:** What is the first letter. (Answer: 'b')
4. **Say:** Let's write an upper case 'A'. Write 'A' on the left side of the board. Show pupils how to write the letter slowly.
5. **Say:** Follow with your finger in the air. Write letter 'A' again. Pupils follow your writing.
6. **Say:** Let's write a lower case 'a'. Write 'a' on the left side of the board next to 'A.'
7. Show pupils how to write the letter slowly.
8. **Say:** Follow with your finger in the air. Write letter 'a' again. Pupils follow your writing.
9. **Say:** Let's write an upper case 'B'. Write 'B' on the right side of the board. Show pupils how to write the letter slowly.
10. **Say:** Follow with your finger. Write letter 'B' again. Pupils follow your writing.
11. Repeat for lower case 'b'.
12. **Say:** Let's write lower case 'a' and lower case 'b'. Tell pupils to tear out a page of their exercise book. Fold it in half. Tear the page into two parts.
13. **Say:** Write letter 'a' on one paper. Write letter 'b' on the other paper. Demonstrate with a page from your exercise book. (Write it big enough for pupils to see.)

Guided Practice (10 minutes)

1. Tell pupils you will point to a picture. They hold up the paper with the first letter of the picture, 'a' or 'b'. Give an example. Point to book. Hold up your paper with 'b' on it.
2. **Say:** Ready? Pupils say: Ready.
3. Point to axe. **Say:** 1, 2, 3 – show me. Pupils hold up the paper with letter 'a' on it.
4. Look at everyone in the class to check they are holding up the right paper. This helps you to see that pupils know the difference between 'a' and 'b'.
5. Point to the drawing of box. **Say:** 1, 2, 3 show me. Pupils hold up the paper with letter 'b' on it.
6. Continue with the other words. If pupils understand well, you can say these words: arm, bee, auntie, bird.




Independent Practice (10 minutes)

1. Tell pupils work in pairs. One pupil says a word. The other pupil shows the paper with 'a' or 'b' for the first letter of the word. Pupils change.
2. Pupils can use other words beginning with 'Aa' or 'Bb', for example arm, banana, bee, auntie. They can also say words in their other languages that begin with 'Aa' or 'Bb'.

Closing (2 minutes)

1. **Say:** Very good. Show me an upper case 'B'. Pupils draw an upper case 'B' in the air.
2. **Say:** Very good. Show me a lower case 'b'. Pupils draw a lower case 'b' in the air.
3. **Ask:** What is the sound? Pupils say: /b/
4. Tell pupils to look for the letter 'Bb' at home and in the community.

Lesson Title: Completing sentences	Theme: Oral Language	
Lesson Number: L-02-018	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to complete sentences using a sentence frame with full stops.</p>		<p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Sentence frames at the end of the plan 2. Picture or drawing of a girl 		<p>Preparation</p> <ol style="list-style-type: none"> 1. Write the sentence frames, at the end of the plan, on the board. 2. Display a picture or drawing of a girl on the board.
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Opening (3 minutes)

1. Greet the class. Guide pupils to respond in a complete sentence.
2. **Ask:** What is the date today? Guide pupils to respond in a complete sentence. (Answer: Today is month-date-year.)
3. Write the date on the board. Point to the word and number moving your finger along it as you say it.
4. **Ask:** What is your name?
5. Call a pupil volunteer to answer. Guide them to respond in a complete sentence.
6. **Ask:** How old are you? Pupils say their age.
7. Call a pupil volunteer to answer. Guide them to respond in a complete sentence.
8. **Ask:** Are you tall? Do an action for tall. Pupils say: yes/no
9. Call a pupil volunteer to answer. Guide them to respond in a complete sentence.
10. Tell pupils today they are going to complete sentences using a sentence frame with a full stop.

Introduction to the New Material (10 minutes)

1. Point to the picture of the girl on the board.
Say: This is Nyima. **Ask:** What is her name? Pupils say: Nyima.
Say: She is 7 years old. **Ask:** How old is she? Pupils say: 7.
Say: She is tall. **Ask:** Is she tall? Pupils say: yes.
2. Fill in the sentence frames on the board. Write:
My name is Nyima.
I am 7 years old.
I am a girl.
I am tall.
3. Point to the sentences.
4. **Say:** This is a sentence. A sentence has words. The first letter of the sentence is a big letter. Look. Point to the uppercase letter in each sentence or circle it.
5. **Say:** Each sentence has a full stop at the end. This shows the end of the sentence. Look. Point to the full stop or circle it.
6. **Say:** Let's make a full stop. Make a dot in the air with your finger. Pupils copy you.
7. **Say:** Let's read the sentences together. Point to each word as you say them. Pupils follow with their finger. They do the action for full stop at the end of each sentence.
8. **Ask:** What is the opposite of girl? (Answer: boy)
9. **Say:** Repeat after me. Boy. Boys, say 'boy.' The boys say the word 'boy.' Girls, say 'girl.' The girls say the word 'girl.'

Guided Practice (10 minutes)

1. **Say:** Let's make our own sentences.
2. Rub out the words Nyima, 7, girl and tall in the sentences. Leave a space.
3. Call on 2 boy and 2 girl pupil volunteers to read the sentence and put the information about themselves in the spaces.

Independent Practice (10 minutes)

1. **Say:** Open your exercise books. Copy the sentences. Fill in the spaces with your own information.
2. Pupils write information about themselves.
3. Walk around the classroom to check pupils are starting the sentences with an uppercase letter.
4. Check they are using a full stop to finish the sentence.

Closing (2 minutes)

1. **Say:** Very good.
2. Call on 2 girls and 2 boys to read a sentence each from their exercise books.

[SENTENCE FRAMES]




My name is _____.

I am _____ years old.

I am a _____.

I am _____.

Lesson Title: Singular and plural	Theme: Oral Language	
Lesson Number: L-02-019	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to identify a single object and more than one object.</p>		<p>Teaching Aids Pictures or drawings of objects.</p>		<p>Preparation Display a picture or drawing of 1 book and 2 books, 1 chair and 3 chairs, on the board.</p>
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Opening (3 minutes)

1. Greet the class. Guide pupils to respond in a complete sentence.
2. **Ask:** What is the date today? Guide pupils to respond in a complete sentence. (Answer: Today is month-date-year.)
3. Write the date on the board. Point to the word and number moving your finger along it as you say it.
4. **Say:** Let's remember some numbers. Hold up 4 fingers. **Ask:** How many? Pupils say 4.
5. **Say:** Hold up 3 fingers. Pupils hold up 3 fingers. **Say:** 7. Pupils hold up 7 fingers. Repeat with other numbers to 10.
6. Tell pupils today they are going to Identify a single object and more than one object.

Introduction to the New Material (10 minutes)

1. Point to the drawing of 1 book.
Ask: How many books are there? (Answer: 1) Write: 1 book.
2. Point to the drawing of 2 books.
Ask: How many books are there? (Answer: 2) Write: 2 books.
3. **Say:** We put 's' at the end of the word to show there is more than 1. Look. Underline the 's' in books.
4. Point to the drawing of 1 chair.
Ask: How many chairs are there? (Answer: 1) Write: 1 chair.
5. Point to the drawing of 3 chairs.
Ask: How many chairs are there? (Answer: 3) Write: 3 chair. (Don't write the 's') **Ask:** Is this OK? Pupils say: No. **Say:** I can't hear you. Pupils say: No (loudly)
6. **Say:** Look. We must write 's' to show more than 1. Write 's' after the word 3 chair to make it 3 chairs. Underline the 's'.
7. **Say:** Repeat after me. 1 chair. Point to the drawing of 1 chair and hold up 1 finger to show the number. Pupils repeat and hold up 1 finger.
8. **Say:** Repeat after me. 3 chairs. Point to the drawing of 3 chairs and hold up 3 fingers to show the number. Pupils repeat and hold up 3 fingers.
Say: Chairs. Chairs.
Say the 's' very strongly. Point to the underlined 's' in the word chairs on the board. Pupils repeat after you.

Guided Practice (10 minutes)

1. Hold up 1 pencil. **Say:** 1 ...? Pupils say: pencil. Guide pupils to say the number. Pupils say: 1 pencil.

2. Hold up 4 pencils. **Say:** 4 ...? Pupils say: 4 pencils. If pupils don't say the 's' on the end of the word, say: pencils. Say the 's' very strongly. Pupils repeat.
3. Repeat steps 1 - 2 for different classroom objects.




Independent Practice (10 minutes)

1. Tell pupils to draw the classroom object from the board onto their exercise book. Then work in pairs and to name the classroom objects they drew.
2. Walk around the classroom to make sure when pupils are naming the objects in their pairs, they are using the singular and plural form.
3. Pupils who finish early can label the drawing.

Closing (2 minutes)

1. **Say:** Very good.
2. Point to the pictures on the board. **Ask:** How many? Pupils say the number and the word. Make sure the pupils say 's' on the end of the word to show plural.

Lesson Title: Letters and words: Bb	Theme: Oral Language Letter work: Bb	
Lesson Number: L-02-020	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to draw and label words beginning with 'Bb'.</p>		<p>Teaching Aids The alphabet</p>		<p>Preparation 1. Write the alphabet at the top of the board (or use an alphabet strip). 2. Draw these words on the board: box, book, bee, baby, bird.</p>
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** What is the date today? Pupils say the day.
3. **Ask:** What is the month? Pupils say the month. Write it on the board.
4. Ask pupils to say the letters of the alphabet. Point to the letters as they say it.
5. Ask pupils to say the sounds of the letter of the alphabet. Point to the letters as they say its sound.
6. **Ask:** What was the letter of the week? Pupils say: 'Bb'
7. Tell pupils today they are going to draw and label words beginning with 'Bb.'

Introduction to the New Material (10 minutes)

1. **Ask:** What is this? Point to the picture of box. Pupils say: Box.
2. **Say:** Yes, box. Repeat after me. Pupils repeat.
3. **Ask:** What is this? Point to the picture of book. Pupils say: Book.
4. **Say:** Yes, book. Repeat after me. Pupils repeat.
5. Repeat steps 3 - 4 for the words bee, baby, bird.

Guided Practice (10 minutes)

1. **Say:** Let's write the words.
2. Point to the picture of box.

Ask: What is the first sound? Pupils say: 'b'. Write: 'b'.

Ask: What is the next sound? Pupils say: 'o'. Write: 'o'.

Say: Very good. Write the word box. Sound it out as you write it. Pupils repeat the word.
3. Point to the picture of book.

Ask: What is the first sound? Pupils say: 'b'. Write: 'b'.

Ask: What is the next sound? Pupils say: 'oo'. Write: 'oo'.
4. **Say:** Very good. Write: book. Sound it out as you write it. Pupils repeat the word book.
5. Repeat steps 5 - 7 for these words: bee, baby, and bird.




Independent Practice (10 minutes)

1. **Say:** Open your exercise books. Do an action for open.
2. **Say:** Choose 3 words from the board. Draw the picture and write the words.
3. Pupils who finish quickly can choose more words to write and draw.

Closing (2 minutes)

1. Clean the pictures from the board. Point to the words.
2. **Ask:** What is this word? Pupils read the word.
3. **Say:** Very good. You are reading.

Lesson Title: Poem: 'Counting'	Theme: Description	
Lesson Number: L-02-021	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to read with the class and discuss the poem 'Counting'.</p>		<p>Teaching Aids Poem 'Counting' at the end of the plan</p>		<p>Preparation Write the poem 'Counting', at the end of the plan, on the board.</p>
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** What is the date today? Pupils say the day.
- Ask:** What is the month? Pupils say the month. Write it on the board.
- Say:** Let's remember some numbers. Hold up your fingers one by one. Pupils count to 5 with you.
- Tell pupils let's count to ten now. Have them hold up their fingers one by one as they count.
- Tell pupils today they are going to read and discuss the poem 'Counting'.

Introduction to the New Material (10 minutes)

- Ask:** What is this? Hold up your hand. **Say:** Hand, hand, hand.
Pupils say: Hand, hand, hand and hold up their hand.
Ask: How many hands do we have? (Answer: 2)
- Ask:** What are these? Show your fingers. **Say:** Fingers, fingers, fingers.
Pupils say: Fingers, fingers, fingers and move their fingers.
Ask: How many fingers do we have? (Answer: 10)
- Ask:** What is this? Draw a foot on the board. **Say:** Foot, foot, foot.
Pupils say: Foot, foot, foot and move their foot.
Ask: How many feet do we have? (Answer: 2)
- Ask:** What is this? Point to your toes. **Say:** Toes, toes, toes.
Pupils say: Toes, toes, toes and move their toes.
Ask: How many toes do we have? (Answer: 10)
- Ask:** What is this? Show your hand, then fingers, then point to your feet and toes.
Pupils say the words. Repeat each word twice.

Guided Practice (10 minutes)

- Point to the poem on the board. **Say:** Let's read the poem together.
- Read the poem line by line. Do actions for each line. This helps the pupils learn and understand the words.
- Read again. Pupils read and do the actions together.
- Point to each word in each line. Don't say the words. Pupils read. Do actions to help pupils.

Independent Practice (10 minutes)

- Tell pupils to work in pairs. Tell them to say the poem together quietly.
- Call on 2 groups to come to the front. **Say:** Say the poem to the rest of the class.
- Pairs who finish early can draw their finger and toes on the paper and label it with the numeral.

4. **Say:** Well done. Everyone clap.

Closing (2 minutes)

1. **Say:** Let's read. Girls, you start. Girls read the first verse.
2. **Say:** Boys. Next verse. Continue to the end of the poem.
3. **Say:** Everyone together quickly. All pupils say the poem again.
4. **Say:** Very good.
5. Ask pupils to bring in coloured pencils tomorrow, if they have them.

[*POEM: COUNTING*]

From 1, 2, 3 Read and Write with Me! Stories and Poems (RAISES Education Project).




One hand,
five fingers,
snap, snap, snap.

Two hands,
ten fingers,
clap, clap, clap.

One foot,
five toes,
tap, tap, tap.

Two feet,
ten toes,
stamp, stamp, stamp.

Lesson Title: Colour words	Theme: Description	
Lesson Number: L-02-022	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use colour words to describe different objects.</p>	 <p>Teaching Aids Coloured chalk and pencils</p>	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Gather some coloured chalk and pencils 2. Find something of each colour in the classroom: red, orange, yellow, green, blue, white, black. 3. Draw a rainbow on the board.
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** What is the date today? Pupils say the day.
3. **Ask:** What is the month? Pupils say the month. Write it on the board.
4. Draw a rainbow on the board. **Say:** This is a rainbow. Explain what a rainbow is.
5. **Ask:** Have you seen a rainbow? When do we see rainbows? What colours are in a rainbow?
6. This helps prepare the pupils for the lesson.
7. Tell pupils today they are going to use colour words to describe different objects.

Introduction to the New Material (10 minutes)

1. Hold up a red object. Write the word 'red' on the board and draw the object.
2. Hold up a black object. Write the word 'black' on the board and draw the object.
3. Hold up a white object. Write the word 'white' on the board and draw the object.
4. Hold up a blue object. Write the word 'blue' on the board and draw the object.
5. Hold up a yellow object. Write the word 'yellow' on the board and draw the object.
6. Hold up an orange object. Write the word 'orange' on the board and draw the object.
7. Hold up a green object. Write the word 'green' on the board and draw the object.

Guided Practice (10 minutes)

1. Point to something red or hold up something red. **Say:** Red, red, red. Pupils repeat 3 times.
2. Point to something orange or hold up something orange. **Say:** Orange, orange, orange. Pupils repeat 3 times.
3. Repeat for: yellow, green, blue, white and black.
4. **Say:** Point to something. Pupils point to something red.
Call on a pupil volunteer to say what they see that is red in a complete sentence.
5. **Say:** Point to something blue. Pupils point to something blue.
Call on a pupil volunteer to say what they see that is blue in a complete sentence.
6. Repeat with the rest of the colours. Do this 2 times for each colour.
7. Hold up something green. **Ask:** What colour is this? Pupils say: green.
8. Hold up something red. **Ask:** What colour is this? Pupils say: red.
9. Repeat for the rest of the colours.




Independent Practice (10 minutes)

1. Tell pupils to pick one colour and draw pictures of objects that are the same colour.
2. Pupils who finish early can share their drawing with another person.
3. Walk around the classroom to make sure pupils are on task and write the correct colour word.
4. Call on 1 girl and 1 boy to come to the front to share what they drew and what colour those objects are.

Closing (2 minutes)

1. **Say:** Very good. What colours did we learn today? (Answer: red, orange, yellow, green, blue)

Lesson Title: Matching letters (Cc) and words	Theme: Description Letter work: Cc	
Lesson Number: L-02-023	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to match letter 'Cc' to its sound and match its sound to words.</p>		<p>Teaching Aids None</p>		<p>Preparation Draw 3 columns on the board. In the left column, write 'Aa'. In the middle column write 'Bb'. In the right column write 'Cc'.</p>
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** What is the date today? Pupils say the day.
3. **Ask:** What is the month? Pupils say the month. Write it on the board.
4. **Ask:** What did we learn yesterday? Pupils say some colours.
5. **Say:** Yes, we learnt colours. What is the first sound of the word colour? (Answer: /c/)
6. Tell pupils today they are going to match letter 'Cc' to its sound and match its sound to words.

Introduction to the New Material (10 minutes)

1. Point to column 1. **Ask:** What sound is this?
Pupils say the sound for letter Aa /a/.
2. **Ask:** What words do you know that start with 'Aa'? Pupils shout out words beginning with 'Aa'. Choose 2 words (ant, apple). Write them on the board. Sound out the words as you write them.
3. Point to column 2. **Ask:** What sound is this?
Pupils say the sound for letter 'Bb'.
4. **Ask:** What words do you know that start with 'Bb'? Pupils shout out words beginning with 'Bb'. Choose 2 words (bee, bag). Write them on the board. Sound out the words as you write them.
5. Point to column 3. **Ask:** What sound is this?
Pupils say the sound for letter 'Cc'.
6. **Ask:** What words do you know that start with 'Cc'? Pupils shout out words beginning with 'Cc'. Choose 2 words (comb, cat). Write them on the board. Sound out the words as you write them.

Guided Practice (10 minutes)

1. Write number 1 in column 1. Hold up 1 finger. Say the sound for letter 'Aa'.
Pupils hold up 1 finger and say the sound /a/.
2. Write number 2 in column 2. Hold up 2 fingers. Say the sound for letter 'Bb'.
Pupils hold up 2 fingers and say the sound /buh/.
3. Write number 3 in column 3. Hold up 3 fingers. Say the sound for the letter 'Cc'.
Pupils hold up 3 fingers and say the sound /c/.
4. **Say:** Show me. Say the sound for letter 'Bb' /buh/. Pupils hold up 2 fingers. Say the sound for 'Cc' /k/. Pupils hold up 3 fingers. Say the sound for 'Aa' /a/. Pupils hold up 1 finger.
5. Tell pupils you will say a word. They hold up their fingers to tell you the column.

6. **Say:** Carry. Carry. 1, 2, 3 show me. Pupils hold up 3 fingers.
Write the word 'carry' in column 3. Sound out the word as you write it.
Ask: What does this word mean? Do an action or translate if pupils don't know.
7. **Say:** Axe. Axe. 1, 2, 3 show me. Pupils hold up 1 finger.
Write the word 'axe' in column 1. Sound out the word as you write it.
Ask: What does this word mean? Do an action or translate if pupils don't know.
8. Repeat step 7 for these words: auntie, cook, box, book, arm, cassava and blue.




Independent Practice (10 minutes)

1. **Say:** Open your exercise books. Write 'Cc' at the top of the page.
2. Tell pupils choose 2 words from the 'Cc' column.
3. Tell them to draw pictures and write the words.
4. Walk around the classroom. **Ask:** What is this?
5. Pupils who finish early can come up with additional words with the /c/ sound.

Closing (2 minutes)

1. **Ask:** What is this? Point to the words in the 'Cc' column. Pupils read the words.
2. **Say:** Very good. Tell pupils to look for the letters 'Aa', 'Bb' and 'Cc' at home and in the community.

Lesson Title: Number words	Theme: Description	
Lesson Number: L-02-024	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to write numbers, their words and draw pictures to show 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 items.</p>	 <p>Teaching Aids None</p>	 <p>Preparation Write the numbers 1-10 down the left side of the board.</p>
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** What is the date today? Pupils say the day.
- Ask:** What is the month? Pupils say the month. Write it on the board.
- Say:** Let's count. One, two ... Pupils count to 10 together.
- Point to a group of pupils. Hold up 1 finger. Pupils say: 1. Point to a different table/group. The pupils at this table say: 2. Point to another group/table. Pupils say: 3. Continue to 10. This helps to check the pupils remember the numbers 1-10.
- Tell pupils today they are going to write numbers, their words and draw pictures to show 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 items.

Introduction to the New Material (10 minutes)

- Point to number 1. **Ask:** What number is this? (Answer: 1)
Say: Let's write the word. Show me your finger.
- Say:** Follow the letters with your finger.
Write: 'o-n-e' next to the number. Write slowly. Pupils follow with their finger.
Sound out the letters as you write them. **Say:** One. Pupils repeat.
- Point to number 2. **Ask:** What number is this? Pupils say: Two.
Say: Let's write the word. **Say:** Follow the letters with your finger.
Write: 't-w-o' next to the number. Write slowly. Pupils follow with their finger.
Sound out the letters as you write them. **Say:** Two. Pupils repeat.
- Repeat step 2 for numbers 3-10.

Guided Practice (10 minutes)

- Rub out the numbers. Point to the words. Read the word.
- Say:** Show me. Pupils hold up the number of fingers for the number word.
- Repeat the set of numbers in a different order.
- Call a pupil volunteer to come to the board and draw the correct quantity of triangles for each number word.

Independent Practice (10 minutes)




- Say:** Open your exercise books. Write the numbers. Write the words.
- Tell pupils to draw circles next to each number word to show how many.
For example, six: draw 6 small circles.
- Walk around the classroom. **Ask:** How many is this?

4. Call on 5 pupils to come to the front. Show their drawings.

Closing (2 minutes)

1. **Ask:** What is 2 plus 3? Give pupils a moment to think.
Say: Show me. Pupils hold up 5 fingers.
2. **Ask:** What is 1 plus 7? Give pupils a moment to think.
Say: Show me. Pupils hold up 8 fingers.
3. **Ask:** What is 5 plus 5? Give pupils a moment to think.
Say: Show me. Pupils hold up 10 fingers.
4. **Say:** Very good. You are counting.

Lesson Title: To be / family	Theme: Description	
Lesson Number: L-02-25	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use 'to be' to talk about self and family.</p>	 <p>Teaching Aids 1. Story 'My Family' at the end of the plan 2. Picture or drawing of a family</p>	 <p>Preparation 1. Write the story 'My Family', at the end of the plan, on the board. 2. Display a picture or drawing of a family on the board (mother, father, brother, sister).</p>
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** What is the date today? Pupils say the day.
3. **Ask:** What is the month? Pupils say the month. Write it on the board.
4. **Ask:** How many people live in your house? **Ask:** Who are they?
Pupils say the family members in their house.
5. Tell pupils that today they are going to use 'to be' to talk about themselves and their families.

Introduction to the New Material (10 minutes)

1. Point to the drawing of the family on the board. **Say:** Family. Ask pupils what this word means.
2. Point to the drawing of the girl.
Ask: Is this person a she or he? (Answer: she).
3. Point to the drawing of the boy.
Ask: Is this person a she or he? (Answer: he).
4. **Say:** Let's read about this family.
5. Read the sentences written on the board. Point to the words as you read them.
6. Check the pupils understand the words.
Ask: Who is this?
Ask: How old is she/he?
7. Tell pupils to tell their partner the answer. Then point to pupils to answer.
8. **Say:** Let's read together. Read the story again. Point to the words.
Pupils say the words with you.

Guided Practice (10 minutes)

1. Point to the title. Explain that this is the title. This tells us about the story. Point to the picture.
2. **Ask:** Why do we have a picture? (Possible answer: It helps us to know what the words mean. It tells us more about the story.)
3. Rub out the names in the story. Put a line in the place of the word. Rub out the numbers. Put a line in the place of the numbers.
4. Tell pupils you will read the story again. Pupils will put their own names in the story. They put their brothers or sisters names in the story. They put ages of their family in the story. If they don't have a brother or sister, use the name and age of a cousin.
5. Read line 1 together. 'I am _____. I am _____ years old.'
Pupils add their own name and age.

6. Read line 2 together.
7. Read line 3 together. 'This is my sister. She is _____. She is _____ years old.'
Pupils add the name of their sister and her age.
8. Read line 4 together. 'This is my brother. He is _____. He is _____ years old.'
Pupils add the name of their brother and his age.
9. **Say:** Let's read again. Read the story together. Pupils use their family names and ages.

Independent Practice (10 minutes)

1. **Say:** Open your exercise books. Draw your family. Tell pupils to draw stick figures to save time.
2. Tell pupils to work in pairs. Tell each other about their family. Use the sentences on the board.
Point to the stick figures when they describe each person.
3. Call on 1 girl and 1 boy to come to the front.
Say: Tell the class about you and your family.

Closing (2 minutes)

1. **Ask:** Who has an older sister? Stand up. Thank you. Sit down.
2. **Ask:** Who has a younger brother? Stand up. Thank you. Sit down.
3. **Ask:** Who has a younger sister? Stand up. Thank you. Sit down.
4. **Ask:** Who has an older brother? Stand up. Thank you. Sit down.
5. **Say:** Well done.

[*STORY: MY FAMILY*]

by Karen Waterston.




I am Khadi. I am 9 years old.

This is my family.

This is my sister. She is Isatu. She is 4 years old.

This is my brother. He is Ali. He is 14 years old.

Lesson Title: Tiny Tale: 'My Daddy'	Theme: Description	
Lesson Number: L-02-026	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to discuss and co-write the Tiny Tale 'My Daddy'.</p>	 <p>Teaching Aids 1. Picture or drawing of a daddy 2. Tiny Tale 'My Daddy' at the end of the plan</p>	 <p>Preparation 1. Display a picture or drawing of a daddy. 2. Write the Tiny Tale 'My Daddy', at the end of the plan, on the board.</p>
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** What is the date today? Pupils say the day.
3. **Ask:** What is the month? Pupils say the month. Write it on the board.
4. Ask pupils what they call their father and mother.
5. Tell pupils today they are going to discuss and co-write a story about their daddy or another male family member (e.g. grandfather, uncle, brother, or cousin).

Introduction to the New Material (10 minutes)

1. Point to the drawing on the board or hold up the picture of your daddy. Explain that 'daddy' is the word children use to talk about a father.
2. **Say:** This my daddy. His name is Ibrahim. He works hard every day.
3. Say the sentences in English first. Ask the pupils if they know the meaning. If not, tell them the meaning.
4. **Say:** My daddy is a farmer.
Say: My daddy is strong. Do an action for strong.
Say: My daddy is tall. Do an action for tall.
5. **Say:** Can you help me write a story about my daddy?
6. Points to the title of the story. **Say:** This is a title. A title tells us what the story is about.
7. **Ask:** Who is my story about? (Answer: my daddy) Fill in the blank for the title.
8. Guide pupils to complete the story based on what you shared about your daddy. Fill in the blanks as they respond.
9. Read the complete story together.
10. **Say:** Now let's write a story about your male family member. It can be your daddy or grandfather, uncle, brother, or cousin.

Guided Practice (10 minutes)

1. On the board write: daddy, grandfather, uncle, brother, cousin.
Draw a picture to represent them.
2. Ask pupils to pick one person from the list that their story will be about.
3. **Say:** Tell your partner who the person you will write about is.
Ask 2 pupil volunteers to share who they selected.
4. **Say:** Raise your hand and tell me what that person does (Example answers: student, farmer, teacher, tailor).

5. Call on pupil volunteers to share what that person does. Write their response on the board with a picture.
6. **Say:** Raise your hand to tell you more about that person.
7. Call on pupil volunteers to share more. (Example answers: nice, happy, tall, small, quiet). Write their response on the board with a simple picture.

Independent Practice (10 minutes)

1. **Say:** Draw a picture of the person you selected in your exercise book.
2. **Say:** Choose 1 word from the poem about that person.
3. **Say:** Write the word next to your picture.
4. Pupils who finish early can write the whole sentence: My _____ is _____.

Closing (2 minutes)

1. **Say:** Very good, class. Let's read the poem we wrote together one more time.
2. Read the poem 'My Daddy'.
3. **Say:** Very good. You are reading English.

[TINY TALE: MY DADDY]

From Class 2 Teacher's Guide: Using the Reading Supports (RAISES Education Project)

My Daddy

I love my daddy.




My daddy is a ___.

My daddy is ___.

My daddy is ___.

I love my daddy.

Lesson Title: Retelling and dramatising a story	Theme: Description	
Lesson Number: L-02-027	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to retell 'My Daddy'.</p>		<p>Teaching Aids Tiny Tale 'My Daddy' at the end of the plan</p>		<p>Preparation Write the Tiny Tale 'My Daddy', at the end of the plan, on the board.</p>
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** What is the date today? Pupils say the day.
3. **Ask:** What is the month? Pupils say the month. Write it on the board.
4. **Ask:** What was the story yesterday?
5. **Ask:** What was it about?
6. **Ask:** Can you remember any words from the story? Call on different pupils to answer.
7. Tell pupils today they are going to remember and retell the story, *My Daddy*.

Introduction to the New Material (10 minutes)

1. Point to the story on the board. **Say:** Let's read together.
2. Read each line. Pupils read together.
3. Read the story again. **Say:** Do the actions.
Pupils read each line and do the actions for the words: farmer, tall, strong.

Guided Practice (10 minutes)

1. Point to the word daddy. **Ask:** What is the word? Point to each letter d-a-d-d-y.
Pupils say: daddy. **Say:** I love my daddy.
Pupils listen and repeat. **Ask:** What does it mean? If pupils don't know, do an action or tell them the meaning.
2. Point to the word farmer. **Ask:** What is the word? Point to each letter f-a-r-m-e-r.
Pupils say: farmer. **Say:** My daddy is a farmer.
Pupils listen and repeat. **Ask:** What does it mean? If pupils don't know, do an action or tell them the meaning.
3. Point to the word tall. **Ask:** What is the word? Point to each letter t-a-l-l.
Pupils say: tall. **Say:** My daddy is tall.
Pupils listen and repeat. **Ask:** What does it mean? If pupils don't know, do an action or tell them the meaning.
4. Point to the word strong. **Ask:** What is the word? Point to each letter s-t-r-o-n-g.
Pupils say: strong. **Say:** My daddy is strong.
Pupils listen and repeat. **Ask:** What does it mean? If pupils don't know, do an action or tell them the meaning.
5. **Say:** Draw a picture of the daddy in the story in your exercise book.
6. **Say:** Remember, Daddy is a farmer. He is tall and he is strong.

Independent Practice (10 minutes)

1. Write the words 'daddy', 'farmer', 'tall' and 'strong' on the board. Tell pupils to write the words next to their picture. Stronger pupils can write the whole sentence: My daddy is ...
2. Put the pupils into groups of four. Tell them to show their picture to the pupils in the group.
Say: Show your picture to the pupils in your group. Tell the group about your picture and the daddy in the story.
3. Each pupil shows his/her picture to the group and retells the story. They can use the words to help them. They can use other words too. The stronger pupils can use sentences.
4. Call on 2 or 3 pupils to come to the front of the class and tell the other pupils about the daddy in the story.
5. **Ask:** Do you love the daddy in the story? Pupils say: I love daddy!

Closing (2 minutes)

1. **Say:** Very good, class. Let's read together.
2. Point to the words in the story. Pupils say the words. Don't read every word but help the pupils to read the words themselves.
3. **Say:** Very good. You are reading English.

[TINY TALE: MY DADDY]

From Class 2 Teacher's Guide: Using the Reading Supports (RAISES Education Project)

My Daddy

I love my daddy.



My daddy is a farmer.

My daddy is tall.

My daddy is strong.

I love my daddy.

Lesson Title: Occupations	Theme: Description	
Lesson Number: L-02-028	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to name different occupations of theirs and their friends' fathers and mothers.</p>	 <p>Teaching Aids Pictures of occupations.</p>	 <p>Preparation 1. Display pictures or drawing for these occupations on the board: farmer, teacher, doctor, nurse, cleaner, carpenter, cook, workman (labourer). 2. Write on the board: My ____ is a ____. My ____ is a ____.</p>
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** What is the date today? Pupils say the day.
3. **Ask:** What is the month? Pupils say the month. Write it on the board.
4. **Ask:** What do you want to be when you grow up? Pupils say their ideas.
5. **Say:** Today you are going to name different occupations of your parents and your friends' parents.

Introduction to the New Material (10 minutes)

1. Hold up the picture of a farmer or point to the picture on the board.
2. **Say:** Farmer, farmer, farmer. Pupils repeat 3 times.
3. Write the words on the board next to the drawings. If you have picture cards, stick them on the board and write the word for the job next to each picture.
4. Hold up the picture of stall holder or point to the picture on the board.
5. **Say:** teacher, teacher, teacher. Pupils repeat 3 times.
6. Repeat for: doctor, nurse, cleaner, carpenter, cook, workman (labourer).
7. Write the words on the board next to the drawings. If you have picture cards, stick them on the board and write the word for the job next to each picture.

Guided Practice (10 minutes)

1. **Say:** My father is a farmer. Hold up the picture for farmer or point to the drawing on the board. Write: 'My father is a farmer.' on the board. Check pupils remember the word father.
2. **Say:** My mother is a doctor. Hold up the picture for doctor or point to the drawing. Write: 'My mother is a doctor.' on the board. Check pupils remember the word mother.
3. Read each sentence. Point to each word as you say it. Pupils follow and repeat.
4. Ask pupils to say what their father's or another male relative's job to a partner.
5. Ask to say what their mother's or another female relative's job to a partner.

Independent Practice (10 minutes)




1. **Say:** Open your exercise books.
2. **Say:** Draw a picture of the person you told your partner about in your exercise book.

3. Tell them to write the words next to their pictures about what they do.

Closing (2 minutes)

1. **Say:** Very good, class.
2. Ask 2 pupil volunteers to come to the board to share what they drew and wrote.

Lesson Title: Using sentences to describe happenings	Theme: Description	
Lesson Number: L-02-029	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to tell a friend about some things they do with their daddy or another male relative.</p>		<p>Teaching Aids Poem 'Me and My Daddy' at the end of the plan.</p>		<p>Preparation 1. Write the poem 'Me and My Daddy', at the end of the plan, on the board.</p>
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** What is the date today? Pupils say the day.
- Ask:** What is the month? Pupils say the month. Write it on the board.
- Ask:** What do you do when you go home? Call on 1 girl pupil to respond.
Ask: Who do you do this with? Call on 1 boy pupil to respond.
Ask: What do you do at the weekend? Call on 1 girl pupil to respond.
Ask: Who do you do this with? Call on 1 boy pupil to respond.
- Say:** Today you are going to tell a friend about some of the things you do with your daddy or another male relative.

Introduction to the New Material (10 minutes)

- Tell pupils you are going to read a poem about things you do with your daddy.
- Read the poem on the board. Do actions for each line.
- Read the poem again. Pupils repeat.
- Read each line. Pupils repeat and do the actions.
- Repeat 2 more times.
- Ask:** Do you do any of these things with anyone in your family?
Call on pupils to respond what they do from the poem and who they do it with?
- Ask:** How many is the poem about? (Answer: 2)
Point to the word 'we'. Explain this word means two or more people, me and another.
Say: We, we, we. Pupils repeat.

Guided Practice (10 minutes)

- Tell pupils that you will say a word and they will do the action.
Say: Carry firewood. Pupils do the action.
Say: Fetch water. Pupils do the action
Say: Walk to the market. Pupils do the action
Say: Milk the cow. Pupils do the action
Say: Dig the garden. Pupils do the action
- Repeat 2 times in a different order.

Independent Practice (10 minutes)

- Say:** Open your exercise books and draw a picture of what you do with someone in your family.

2. Pupils who finish early share what they drew and wrote with a partner.

Closing (2 minutes)

1. **Say:** Very good, class.
2. **Say:** What are you going to do with your daddy when you get home? Pupils say different things.

[*POEM: ME AND MY DADDY*]

by Karen Waterston

We carry firewood.




We walk to the market.

We milk the cow.

We dig the garden.

We fetch water.

Lesson Title: Matching sounds to letters: Dd	Theme: Description Letter work: Dd	
Lesson Number: L-02-030	Class/Level: Class 2	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to say the sound of the letter 'Dd' and match its sound to the words.	 Teaching Aids None	 Preparation None
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Opening (3 minutes)

- Say:** Good morning/afternoon,
- Ask:** What is the date today? Pupils say the day.
Ask: What is the month? Pupils say the month. Write it on the board.
- Ask:** Point to the day you wrote on the board. Point to the letter 'd'.
Ask: What letter is this? Pupils say: d
- Ask:** Can you remember a job that begins with letter 'Dd'? (Answer: doctor, driver)
- Tell pupils today they are going to say the sound of letter 'Dd' and match its sound to the words.

Introduction to the New Material (10 minutes)

- Write: My daddy is a driver. He drives down the road with 3 dogs and 2 ducks.
Say the words as you write them.
- Read the words again. Point to each word as you say it.
Ask pupils what the words mean. If they don't know, do an action draw a picture or explain the word.
- Ask:** Can you see the letter 'Dd' in the sentence? Raise your hands? Pupils raise their hands.
- Call on 1 girl and 1 boy to come to the front. Give them each a piece of chalk.
Say: Underline the letter d. The 2 pupils underline all the letter 'd's in the sentence.
- Explain that some words **begin** with letter 'd': daddy, driver, down, dog, duck.
Some words have 'd' **in the middle**: daddy.
Some words have 'd' **at the end**: road. Point to the words and letter 'd' while you explain.
- Ask:** What sound is this? Point to the letter 'Dd' in the words. Pupils say: /duh/
- Say:** Let's write an upper case 'D'. Draw 'D' at the top of the board.
Pupils follow with their finger.
Say: Let's write a lower case 'd'. Pupils follow with their finger.

Guided Practice (10 minutes)

- Ask:** What words do you know with 'd' in them? **Say:** Tell the person next to you.
- Give pupils a moment to think of words and tell each other.
- Ask:** Who can tell me some words with 'd' in them?
(Possible answers: drink, day, bad, dad, David, bed, doctor, food, hand, head, old, radio, window, desk, red).
If pupils can't remember words, help them by drawing a picture or pointing to the object.
- Write 7 words on the board. Choose words that are easy to draw.
- Say:** Well done class. You know a lot of words.




Independent Practice (10 minutes)

1. **Say:** Open your exercise book. Write 'Dd' at the top of the page.
2. **Say:** Choose 4 words from the board. Draw the pictures and write the word.
3. Pupil who finish early can add more which have the letter 'Dd.'

Closing (2 minutes)

1. **Say:** Very good, class. What sound is this? Point to 'Dd' at the top of the board.
2. Pupils say: /duh/
3. **Say:** Let's read. Point to the words. Pupils say the words.
4. **Ask:** Does anyone have 'Dd' in their name? Raise your hands.
5. Pupils with letter 'Dd' in their name say their names.
6. Tell pupils to look for letter 'Dd' at home and in the community.

Lesson Title: Tiny Tale: 'Eggs'	Theme: Dramatisation	
Lesson Number: L-02-031	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to discuss and co-write a Tiny Tale 'Eggs'.</p>		<p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Tiny Tale 'Eggs' at the end of the plan 2. An egg 		<p>Preparation</p> <ol style="list-style-type: none"> 1. Write the Tiny Tale 'Eggs', at the end of the plan, on the board. 2. Bring an egg to class.
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** What is the date today? Pupils say the day.
3. **Ask:** What is the month? Pupils say the month. Write it on the board.
4. **Ask:** What animals do you have at home?
5. Pupils say the names of animals. They can make the animal noises too.
6. Tell pupils today they are going to discuss and co-write a Tiny Tale, Eggs.

Introduction to the New Material (10 minutes)

1. Show the egg. **Say:** This is an egg. This egg is from my chicken. My chicken's name is Patricia. She is young. She lays a lot of eggs. We eat the eggs. They are very good.
2. Say the sentences in English first. Ask the pupils if they know the meaning. If not, tell them the meaning.
3. Show the egg again. **Say:** Egg, egg, egg. Pupils repeat.
4. **Ask:** Do you have chickens at home? Raise your hands. How many chickens do you have? Pupils say numbers and hold up their fingers for the number.
5. **Ask:** What other animals lay eggs? Tell each other.
Give pupils a moment to think. Tell pupils to do an action or the animal noise.
6. **Ask:** What other animals lay eggs? (Answers: fish, crocodile, duck, bird, snake, frog, tortoise)
7. Write the words on the board in English. Sound out each word as you write it.
For example: **Say:** A duck lays eggs. Let's write that together. Say /duh duh/ Write letter 'd'.
Ask: What letter is this? Pupils answer. **Say:** Yes! Letter 'd'. Very good.
Say: The next sound is /uh/. Write letter 'u'. **Ask:** What letter is this? Pupils answer.
Say: The last sound is /k/. Write letters 'ck'. **Ask:** What letters are these? Pupils answer.
Say: Let's read the word together. Sound out the word. Pupils read the word.
8. Repeat step 7 for the other animals the pupils say.

Guided Practice (10 minutes)

1. **Say:** Let's write some words in the poem.
2. Choose 3 of the shortest words from the board to write in the poem.
3. Read each line of the poem. Stop when you reach the space. Fill the spaces one by one with the words from the pupils.
4. Read the poem again, slowly. Point to each word as you read it.
5. **Say:** Let's read together. Read the poem together. Point to each word. Stop when you reach the name of the animal. Pupils read the word.

Independent Practice (10 minutes)

1. **Say:** Open your exercise book. Draw 2 animals that lay eggs.
2. **Say:** Write the sentence, A _____ lays eggs. Write the name of the animal in each sentence.
More confident pupils can draw 3 animals and write 3 sentences.
3. Call on 1 girl and 1 boy to show their pictures to the class.

Closing (2 minutes)

1. **Say:** Very good, class.
2. **Ask:** What animals do you have at home? Pupils say the animal name in English if they can.
3. **Ask:** How many chickens/dogs/cats/snakes/crocodiles have you got?
Pupils will laugh when you say crocodiles. This helps them remember the words.

[TINY TALE: EGGS]

From Class 2 Teacher's Guide: Using the Reading Supports (RAISES Education Project).

Some animals lay eggs.




A _____ lays eggs.

A _____ lays eggs.

A _____ lays eggs.

Some animals lay eggs.

Lesson Title: Questions about people, places and objects	Theme: Dramatisation	
Lesson Number: L-02-032	Class/Level: Class 2	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to write questions about people, places and objects, ending them with a question mark.		Teaching Aids None		Preparation None
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** What is the date today? Pupils say the day.
- Ask:** What is the month? Pupils say the month. Write it on the board.
- Draw a question mark on the board. **Ask:** What is this? (Answer: question mark)
- Say:** Repeat after me, 'question mark.' Question mark, question mark. Pupils repeat three times.
- Say:** Today you are going to write questions about people, places and objects. The questions will always end with a '?' (Point to the picture of a question mark.)
Guide pupils to say: question mark
- Say:** Yes, questions always end with a question mark.

Introduction to the New Material (10 minutes)

- Ask:** Do you know the question to ask for someone's name? Pupils might know.
Write: What is your name?
Read the question. Point to each word. Pupils read with you. Repeat 3 times.
- Ask:** Do you know the question to ask for someone's age?
Write: How old are you?
Read the question. Point to each word. Pupils read with you. Repeat 3 times.
- Ask:** Do you know the question to ask where someone lives?
Write: Where do you live?
Read the question. Point to each word. Pupils read with you. Repeat 3 times.
- Ask:** Do you know the question to ask the name of an object?
- Write: What is this? Hold up a book.
Read the question. Point to each word. Pupils read with you. Repeat 3 times.
- Ask:** Do you know the question to ask what colour something is?
- Write: What colour is this? Point to something blue.
Read the question. Point to each word. Pupils read with you. Repeat 3 times.

Guided Practice (10 minutes)

- Ask:** How do we know these are questions?
Point to the question marks at the end of each question.
Guide pupils to say: They have a question mark at the end.
Explain this shows us that it is asking a question.
Say: When we ask a question in English, we raise our voice at the end of the sentence. On paper, we draw a question mark. Demonstrate by reading one question again.

2. **Say:** Let's write a question mark together. Show me your finger. Pupils hold up their finger. Follow me.
Draw a big question mark on the board. Pupils follow with their finger in the air.
3. **Say:** These are questions. Point to each question on the board. Read each question again together.
4. Call on 5 pupil volunteers to come to the board to write a question mark one at a time.




Independent Practice (10 minutes)

1. **Say:** Open your exercise books. Choose 3 questions from the board. Write the questions. More confident pupils can write another question.
2. Have pupils read and respond to the questions with a partner next to them.
3. Walk around the classroom. Help pupils with their writing.
Say: Good, you have remembered to end the questions with a question mark. Well done.

Closing (2 minutes)

1. **Say:** Very good, class. Let's make a question mark in the air.
Pupils hold up their finger and make a question mark in the air.
2. **Ask a girl:** Can you ask me a question? The girl asks you one question. You respond.
Ask a boy: Can you ask me a question? The boy asks you one question. You respond.

Lesson Title: Comprehension	Theme: Dramatisation	
Lesson Number: L-02-033	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to write the word 'egg' and draw an animal that lays eggs.</p>	 <p>Teaching Aids 1. Story 'The Crocodile and the Snake' at the end of the plan. 2. Picture or drawing of a snake.</p>	 <p>Preparation 1. Display a picture or drawing of a crocodile, a snake, a river, and 4 eggs on the board. 2. Practise reading the story, 'The Crocodile and the Snake' at the end of the plan. 3. Write the story, 'The Crocodile and Snake', at the end of the plan, on the board (do not write the actions).</p>
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** What is the date today? Pupils say the day.
3. **Ask:** What is the month? Pupils say the month. Write it on the board.
4. Ask pupils to raise their hand if they like stories?
5. Ask pupils to raise their hand if they read or tell stories at home?
6. **Say:** Today we will read a story about an animal that lays eggs.

Introduction to the New Material (10 minutes)

1. Point to the pictures on the board.
2. **Ask:** What is this? Pupils might know the words. If they do, say very good. If they don't, say the words, crocodile, snake, river, eggs.
3. Draw a picture next of the words on the board. Have pupils read the words again.
4. **Say:** Let's read a story. Listen carefully.
5. Read the story at the end of the lesson plan. Do actions while you read. Pupils listen.
6. Read the story again with the actions with pupils doing the actions with you.

Guided Practice (10 minutes)

1. **Say:** Let's play a game. Clean the board. Divide the board into three columns.
2. Explain each column is for each part of the class.
Point to the left of the class and say you are 'A.' Write 'A' on the top of one column.
Point to the middle of the class and say you are 'B.' Write 'B' at the top of the middle column.
Point to the right of the class and say you are 'C.' Write 'C' at the top of the remaining column.
3. **Say:** I will ask a question to a group. If you are in the group and knows the answer then you will raise your hand to answer.
4. **Ask:** Group A. Question 1. Does Croco lives in Makeni. Yes or no? (Answer: yes)
Give 1 point to each group for a correct answer.
5. **Ask:** Group B. Question 2. How many teeth does she have? (Answer: 25)
Give 1 point for correct answers.
6. Repeat for these questions:

- a. Group C: How long is Croco? (Answer: 5 metres)
 - b. Group A: The snake was blue. Yes or no. (Answer: No, the snake was red.)
 - c. Group B: How many eggs did snake have? (Answer: 4)
 - d. Group C: It was a very hot day. Yes or no? (Answer: yes)
7. **Say:** Very good, everyone.

Independent Practice (10 minutes)

1. Call on a girl pupil volunteer. **Ask:** Do snakes lay eggs? (Answer: yes)
Do crocodiles lay eggs? (Answer: yes)
2. Call on a boy pupil volunteer. **Ask:** What other animals lay eggs?
(Example answer: frogs, fish, chickens, ducks)
3. **Say:** Open your exercise books. Write the word 'egg' at the top. Draw animals that lay eggs.
4. Call on 3 pupils to show their pictures to the class.

Closing (2 minutes)

1. **Say:** Very good, class.
2. Call on a girl pupil volunteer. **Ask:** Was snake happy? Why? (Answers: Yes, the snake was happy because Croco helped her.)
3. Call on a girl pupil volunteer. **Ask:** What do you think happens to the eggs? Pupils say their ideas. (Answer: The eggs will hatch into baby snakes.)




[STORY: THE CROCODILE AND SNAKE]

by Karen Waterston

In Makeni, there was a big crocodile. Her name was Croco.

	Action: Point to the drawing on the board and do an action for big.
She has a lot of big, white teeth. She had 25 teeth.	Action: Point to your teeth.
She was very long. She was 5 metres long.	Action: for long and hold up 5 fingers.
One day she saw a snake on the road.	Action: Point to the picture of a snake.
The snake was very big. It was red.	Action: for big and point to something red
The snake had 4 eggs.	Action: Point to the picture of the eggs on the board.
Hello snake, said Croco. How are you? I am fine but it is very hot and I am very tired. Can you help me?	Action: for hot and tired
Ok, said Croco and she put the snake and the 4 eggs on her back.	Action: for putting the eggs on her back.
Ready? She said. Ready, said snake. Let's go.	
Croco jumped into the water and swam quickly to the other side.	Action: Swimming quickly.
Oh, thank you very much said the snake. Bye bye. See you later.	Action: Wave goodbye.

Lesson Title: Answering questions	Theme: Dramatisation	
Lesson Number: L-02-34	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to write answers to simple questions, and end sentences with a full stop.</p>		<p>Teaching Aids The questions at the end of the plan</p>		<p>Preparation Write the questions, at the end of the plan, on the board.</p>
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** What is the date today? Pupils say the day.
- Ask:** What is the month? Pupils say the month. Write it on the board.
- Draw a question mark on the board.
Ask: What is this? Why do we have it? (Answer: a question mark. It shows a question.)
- Draw a full-stop. Do the action for full-stop.
Ask: What is this? Why do we write this? (Answer: a full-stop. It shows the end of a sentence.)
- Say:** Today you are going to write answers to simple questions. Your sentences will end with a full stop.

Introduction to the New Material (10 minutes)

- Point to question 1 on the board. Read the question.
Ask: Can you answer the question? Pupils say: My name is _____.
- Say:** Let's write the answer. Write: 'My name is _____.' on the board next to question 1. Sound out each word as you write it.
- Point to question 2 on the board. Read the question.
Ask: Can you answer the question? Pupils say: I am _____ years old.
- Say:** Let's write the answer. Write: 'I am _____ years old.' next to question 2. Sound out each word as you write it.
- Repeat steps 3 and 4 for the rest of the questions.
- Point to the full stop at the end of each answer. **Say:** This is a full-stop. Do the action for full stop. Explain that a full-stop shows the end of a sentence. Show that it is at the bottom of the last word.

Guided Practice (10 minutes)

- Say:** Let's answer the questions. I will ask, and you will answer.
- Ask the questions one by one and write the response in complete sentence on the board.
- Once all the questions have been answered call on pupil volunteer to circle the full-stop.
- Call on another pupil to underline the question mark.
- Continue with a new pupil until each full-stop has been circled and each question mark underlined.

Independent Practice (10 minutes)

- Say:** Open your exercise book. Write the answer to the questions on the board.

2. Write information about yourself. Remember to put a full stop at the end of each sentence.
3. Walk around the classroom to support pupils




Closing (2 minutes)

1. **Say:** Very good, class. Let's read the questions on the board one more time.
Pupils read the questions on the board.

[QUESTIONS]

1. What is your name?
2. How old are you?
3. Where do you live?
4. What is this?
5. What colour is this?

Lesson Title: Matching sounds to letters: Ee	Theme: Dramatisation Letter work: Ee	
Lesson Number: L-02-035	Class/Level: Class 2	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to match the sounds of the letter 'Ee' to written letters and words.	 Teaching Aids None	 Preparation Practice drawing an elephant.
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** What is the date today? Pupils say the day.
- Ask:** What is the month? Pupils say the month. Write it on the board.
- Ask:** What number is this? Hold up 10 fingers. Pupils say: ten.
Write the word 'ten' on the board.
- Ask:** What is the middle letter? (Answer: 'e')
- Tell pupils today they are going to say the sound of letter 'Ee' and match its sound to the words.

Introduction to the New Material (10 minutes)

- Ask:** Can you guess what this is? Start drawing an elephant on the board. Only draw a little.
- Ask:** Girls. What do you think? Raise your hand if you think you know.
- Draw a little more. **Ask:** Boys. What do you think? Raise your hand if you think you know.
- Continue drawing.
- Say:** It is an elephant. **Ask:** What is the first letter? (Answer: letter e)
- Say:** Let's write an upper case 'E'. You write it in the air. I will write it on the board.
- Say:** Let's write a lower case 'e'. You write it in the air. I will write it on the board.
- Say:** Show me an upper case 'E'. Pupils draw letter 'E' in the air.
- Say:** show me a lower case 'e'. Pupils draw letter 'e' in the air.

Guided Practice (10 minutes)

- Ask:** What words do you know beginning with 'Ee'? **Say:** Tell each other.
Give pupils a moment to think of words and tell each other.
- Ask:** Can you tell me some words beginning with 'Ee'?
(Example answers: elephant, egg, eye, earth, elbow, ear, exercise book, exit).
- Write 3 words on the board. Choose words that are easy to draw. Sound out the words as you write them.
- Ask:** Do you know any more words with letter 'Ee' in the word?
Say: Tell the person next to you. Give pupils a moment to think of words and tell each other.
- Ask:** Can you tell me some more words with letter 'Ee' in the word?
(Example answers: ten, hen, three, tree, red, green, key, leg, head).
- Write 3 words on the board. Choose words that are easy to draw. Sound out the words as you write them.
- Say:** Well done, class. You know a lot of words. There are a lot of words with letter 'Ee'. This is a very common letter.




Independent Practice (10 minutes)

1. **Say:** Open your exercise book. Write 'Ee' at the top of the page.
2. **Say:** Choose 4 words from the board.
3. **Say:** Draw the pictures and write the words.
4. Call on 4 pupils to show their pictures and words.

Closing (2 minutes)

1. **Say:** Very good, class.
2. **Ask:** What sound is this? Point to 'Ee' at the top of the board. Point to the words.
3. **Say:** Let's read. Pupils say the words.
4. **Ask:** Does anyone have 'Ee' in their name? Raise your hands. Say your name.
5. Tell pupils to look for letter 'Ee' in words at home and in the community.

Lesson Title: Discussing and co-writing a Tiny Tale, 'Food'	Theme: Pronouns	
Lesson Number: L-02-036	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to discuss and co-write the Tiny Tale 'Food'.</p>	 <p>Teaching Aids 1. Food items 2. Tiny Tale 'Food' at the end of the plan</p>	 <p>Preparation 1. Gather a selection of food items, or draw pictures of, rice, cassava, apples, bananas, potatoes, fish, fufu, beans, and sugar. 2. Write the Tiny Tale 'Food', at the end of the plan, on the board.</p>
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** What is the date today? Pupils say the day.
Ask: What is the month? Pupils say the month. Write it on the board.
- Ask:** Did you have breakfast?
Ask: What did you eat? Call on 2 girl pupils and 2 boy pupils to respond.
- Tell pupils today they are going to discuss and co-write a Tiny Tale, Food.

Introduction to the New Material (10 minutes)

- Hold up some of the food you brought to class, hold up the pictures of food, or point to the pictures on the board.
- Say:** Food is very important for us. It helps us grow strong and tall. We can stay healthy. I like food.
- Ask:** What your favourite food?
- Hold up a picture of fufu. **Ask:** What is this?
Pupils say: fufu. Write it on the board.
- Hold up pictures or point to the drawings of: rice, apples, bananas, potatoes, fish, beans, sugar.
Ask: What is this?
Pupils say the names of the food three times.
- Say:** Let's write the word. Sound out the word as you write it.
- Ask pupils to tell you the letters and sounds of the letters as you write. Write the name of each food.
- Say:** I like fufu. I like rice. I like bananas.
Point to each picture or drawing as you say the words.
- Say:** I like. Repeat after me. I like, I like.

Guided Practice (10 minutes)

- Say:** Let's write some words in the poem.
- Ask:** Do you like rice? Raise your hands. Pupils raise their hands.
Write the word rice in the poem.

3. **Ask:** Do you like fish? Raise your hands.
Write the word fish in the poem.
4. **Ask:** Do you like bananas? Raise your hands.
Write the word bananas in the poem.
5. Read each line of the poem. Stop when you reach the food word. Pupils say the word.
Explain that the word 'best' means favourite.
6. **Say:** Let's read together.
Read the poem together. Point to each word.

Independent Practice (10 minutes)

1. **Say:** Work in pairs. Tell each other the food you like.
2. Call 1 pair to the front of the class.
3. **Say:** Tell the class what food they like. Pupils say: I like (name of food).
4. Call on more pupil pairs to come to the board and share what they like.

Closing (2 minutes)

1. **Say:** Very good, class.
2. **Say:** Some food is healthy. Some food is not healthy.
Ask: What food is healthy for us? (Answer: fruit, vegetables, meat, fish).
Ask: What food is unhealthy? (Answer: sugar, sweets, cakes)
3. **Say:** Remember to eat healthy food to make you grow tall and strong.

[TINY TALE 'FOOD']

From Class 2 Teacher's Guide: Using the Reading Supports (RAISES Education Project)

Food

I like some food best.




I like _____.

I like _____.

I like _____.

I like some food best.

Lesson Title: Using singular pronouns	Theme: Pronouns	
Lesson Number: L-02-037	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use pronouns in simple sentences.</p>		<p>Teaching Aids Song 'You and I' at the end of the plan.</p>		<p>Preparation Write the song 'You and I', at the end of the plan, on the board.</p>
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** What is the date today? Pupils say the day.
3. **Ask:** What is the month? Pupils say the month. Write it on the board.
4. **Ask:** What songs do you sing?
5. **Ask:** Do you like singing?
6. Tell pupils today they are going to use pronouns in simple sentences.

Introduction to the New Material (10 minutes)

1. Point to yourself. **Say:** I. Pupils repeat 3 times and do the action.
2. Point to the pupils. **Say:** You. Pupils repeat 3 times and do the action.
3. Point to a girl and wait for pupils to respond. Pupils say: she
Say: Yes, she. Pupils repeat 3 times and point to a girl.
4. Point to a boy and wait for pupils to respond. Pupils say: he
Say: Yes, he. Pupils repeat 3 times and point to a boy.
5. **Say:** I. Pupils do the action.
Say: She. Pupils do the action.
Repeat for 'you' and 'he'.
6. Do the actions. Pupils say the words.
7. Repeat in a quiet voice and again in a loud voice.
8. Repeat very fast.

Guided Practice (10 minutes)

1. **Say:** Let's sing a song.
2. Point to the words of the song. Read each line. Point to each word. Pupils follow.
3. Read each line again. Pupils repeat.
4. Repeat 3 times. Pupils do the actions.
5. **Say:** Let's sing together. Sing the song together.

Independent Practice (10 minutes)

1. Tell pupils they will say sentences about the pupils they sit next to.
2. **Say:** Work in pairs.
3. Pupils make sentences with different pronouns.

Closing (2 minutes)

1. **Say:** Very good, class. Let's sing together.
Sing the song together.




[*SONG: YOU AND I*]
by Karen Waterston

[*Sing to music pupils know*]

I am 10.
You are 5.
He is 7.
And she is 2.

I like fish.
You like fu-fu.
He likes bananas.
And she likes corn.

Lesson Title: Listing and drawing your favourite foods	Theme: Pronouns	
Lesson Number: L-02-038	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to list and draw their favourite foods.</p>		<p>Teaching Aids Food items</p>		<p>Preparation 1. Gather a selection of food items, or draw pictures of, rice, cassava, apples, bananas, potatoes, fish, fufu, beans, and sugar. 2. Draw two columns on the board.</p>
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** What is the date today? Pupils say the day.
- Ask:** What is the month? Pupils say the month. Write it on the board.
- Draw 5 lines on the board. _ _ _ _ _ .
Say: Each line is a letter. Tell me a letter. If the letter is in the word, I will write it. You guess the word. (Answer: apple)
- Pupils raise their hand to guess a letter.
Write the letters on the lines if they say letters in the word apple. If they say other letters, write them under the word.
- Once students identify all the letters or guess the word congratulate them.
- Tell pupils today they are going to list and draw their favourite food.

Introduction to the New Material (10 minutes)

- Ask:** Can you remember the words for food? Let's see.
- Ask:** What is this?
Hold up a picture of rice or show a bag of rice or point to the drawing on the board. Write the word in the column on the right.
- Ask:** What is this?
Hold up a picture of bananas or show a bunch of bananas or point to the drawing on the board. Write the word in the column on the left.
- Repeat for: apples, potatoes, beans (write in the left column) and sugar (write in the right column)
- Say:** We can count these things. Point to the left column.
Say: We can say 2 apples. We can say 6 bananas. We can say 25 beans.
Write: 1, 2, 3, ... at the top of column 1.
- Say:** We cannot count these things. Point to the right column.
Say: We cannot count, 1, 2, 3, for rice. We say 'some' rice.
Write: 'Some' at the top of column 2.
Say: Repeat after me. Some, some, some. Pupils repeat.
- Say:** Repeat after me. Some sugar. Point to the word 'some' then the food word. Pupils repeat.

Guided Practice (10 minutes)

1. **Say:** Let's play a memory game.
2. **Say:** I have 2 bananas.
3. Point to another pupil. Explain the pupils repeat what you say and add another food.
Example:
I say: I have 2 bananas.
Point to a pupil.
Pupil 1 says: I have 2 bananas and some rice.
Pupil 1 points to pupil 2.
Pupil 2 says: I have 2 bananas, some rice and 6 apples.
Pupil 2 points to pupil 3.
Pupil 3 says: I have 2 bananas, some rice, 6 apples and some fish.
Pupil 3 points to another pupil, and so on.
4. **Say:** Let's play. I have 9 beans.
Point to a pupil. Play the game calling on 5 pupils.




Independent Practice (10 minutes)

1. **Say:** Open your exercise books.
Write: 'I like' at the top of the page.
2. **Say:** Draw a plate of your favourite foods. Write the words next to the drawing.
Write a number or 'some' with each food word.
3. Call 4 pupils to hold up their drawings: 2 from the middle and 2 from the back of the class. Show the class.
4. **Say:** Oh, I am hungry. Do an action for hungry.
5. **Ask:** Are you hungry? Pupils answer.

Closing (2 minutes)

1. **Say:** Very good, class.
2. **Say:** Some food is healthy. Some food is not healthy.
Ask: What food is healthy for us? (Answer: fruit, vegetables, meat, fish)
Ask: What food is unhealthy? (Answer: sugar, sweets, cakes)
3. **Say:** Remember to eat healthy food to make you grow tall and strong.

Lesson Title: Replacing nouns with pronouns	Theme: Pronouns	
Lesson Number: L-02-039	Class/Level: 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to write simple sentences using pronouns.</p>		<p>Teaching Aids Story 'Sahr and I' at the end of the plan</p>		<p>Preparation Write the story 'Sahr and I', at the end of the plan, on the board.</p>
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** What is the date today? Pupils say the day.
- Ask:** What is the month? Pupils say the month. Write it on the board.
- Say:** Let's remember some words. Do the action for 'I'. Pupils say: 'I'.
Do the action for 'you'. Pupils say: You.
Repeat for 'she' and 'he'.
Say: The words, I, you, she, he are pronouns.
- Say:** Today you are going to write simple sentences using pronouns.

Introduction to the New Material (10 minutes)

- Read the story on the board. Point to the words as you read them.
- Check pupils understand the meaning of the words. Ask questions to check.
Example:
 - How old am I?
 - What is my brother's name?
 - How old is he?
 - What does he like?
 - Where do we live?
 - Do we go to school?
- Read the story again. Pupils read with you.

Guided Practice (10 minutes)

- Point to the name Sahr at the beginning of sentence 4.
Ask: Can you see Sahr at the beginning of some other sentences? Pupils point to some of the other lines beginning with Sahr. Explain that this is the same word again and again.
- Rub out the word Sahr in lines 4, 5 and 6.
Write: he **Say:** We can put 'he' in place of the name.
- Point to the second paragraph. Point to the words 'Sahr and I'.
Ask: How many people? (Answer: 2)
- Rub out 'Sahr and I'. Write: we
Say: We can say 'we' for two people, me and another. Do an action for 'we'.
Say: we, we, we. Pupils repeat the word and do the action.
- Read the story again with the new words.

Independent Practice (10 minutes)

1. Write these sentence starters and endings with a matching drawing on the board, each on a new line:

Sentence starters

I _____

She _____

We _____

He _____

Sentence endings

go to school.

likes bananas.

plays football.

am 10 years old.

2. **Ask:** Can you match the sentence endings with the correct sentence starter?
Explain that they are mixed up. Explain what 'match' means. Read each of the sentences and practise matching them up orally.
3. **Say:** Open your exercise books. Now write the four correct sentences in your books.
4. Walk around the classroom. Give encouragement to pupils.
Say: Very good writing. Don't worry. You are doing well. Pupils might find it difficult. Encourage them to think about the sound and write the letter of the sound.

Closing (2 minutes)

1. **Say:** Very good, class. You are writing in English.
2. **Say:** Let's remember the words. Do the action for 'I'. Pupils say: 'I'.
Do the action for 'you'. Pupils say: 'you'.
Repeat for 'she', 'he' and 'we'.

[STORY: SAHR AND I]

by Karen Waterston

I am 10 years old.

I have 1 brother.

His name is Sahr.

Sahr is 12 years old.




Sahr likes fish and cassava.

Sahr likes jumping.

Sahr and I live in Bo.

Sahr and I go to school.

Lesson Title: Matching sounds with letter Ff	Theme: Pronouns Letter: Ff	
Lesson Number: L-02-040	Class/Level: Class 2	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to match the sound of the letter 'Ff' to written letters and words.		Teaching Aids None		Preparation None
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** What is the date today? Pupils say the day.
Ask: What is the month? Pupils say the month. Write it on the board.
- Ask:** What number is this? Hold up 5 fingers. Pupils say: five.
Ask: What is the first letter you hear in the word 'five'? (Answer: 'f')
- Say:** Today we are going to match the sound of the letter 'Ff' to written letters and words.

Introduction to the New Material (10 minutes)

- Say:** Can you guess what this is? Start drawing a fish on the board. Only draw a little.
- Ask:** Girls. What do you think? Girls make a guess.
Draw a little more.
- Ask:** Boys. What do you think? Boys make a guess.
Continue drawing. Pupils shout out: fish.
- Say:** Very good. It is a fish.
- Ask:** What is the first letter? (Answer: letter f)
- Say:** Let's write an upper case 'F'. Tell pupils to hold up their finger and follow you in the air.
Write an upper case 'F' on the board in big writing. Show pupils how to make the letter.
- Say:** Let's write a lower case 'f'. Tell pupils to hold up their finger and follow you in the air.
Write a lower case 'f' on the board in big writing. Show pupils how to make the letter.
- Say:** Show me an upper case 'F'. Pupils draw letter 'F' in the air.
Say: Show me a lower case 'f'. Pupils draw letter 'f' in the air.

Guided Practice (10 minutes)

- Ask:** What words do you know beginning with 'Ff'?
Say: tell each other. Give pupils a moment to think of words and tell each other.
- Ask:** Can you tell me some words beginning with 'Ff'? Pupils respond.
Examples: food, family, father, five, fifteen, fire, food, fu-fu, friend, fast, Fatima, fence, fly
If pupils can't remember words, help them by drawing a picture, pointing to the object or helping them in another way.
- Write 6 words on the board. Choose words that are easy to draw. Sound out the words as you write them.
- Draw five circles on the board and count them. **Say:** Five, five, five. Repeat with the other words.
- Say:** Well done, class. You know a lot of words.




Independent Practice (10 minutes)

1. **Say:** Open your exercise book. Write 'Ff' at the top of the page.
2. **Say:** Choose 4 words from the board. Draw the pictures and write the words.

Closing (2 minutes)

1. **Say:** Very good, class. What sound is this? Point to 'Ff' at the top of the board. Point to the words.
Say: Let's read. Pupils say the words.
2. **Ask:** Does anyone have 'Ff' in their name? Raise your hands. Say your name.
3. Tell pupils to look for letter 'Ff' in words at home and in the community.

Lesson Title: Reading stories	Theme: Reading and writing	
Lesson Number: L-02-041	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to track the words while reading See the People Go!</p>	 <p>Teaching Aids 1. Story 'See the People Go!' at the end of the plan 2. Pictures: taxi, lorry, bus, okada, poda poda</p>	 <p>Preparation 1. Write the story, 'See the People Go!', at the end of the plan, on the board. 2. Put pictures on the board: taxi, lorry, bus, okada, poda poda.</p>
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** How are you today? Pupils answer. **Ask:** What is the date today? Pupils say the day.
Ask: What is the month? Pupils say the month. Write it on the board.
3. **Ask:** How did you come to school today? Call on 4 pupil volunteers to share.
4. **Ask:** How long did it take? Call on 4 pupil volunteers to share.
5. **Say:** Today we will track the words while reading a story.

Introduction to the New Material (10 minutes)

1. Point to the picture of taxi on the board. **Say:** taxi, taxi, taxi. Pupils repeat.
2. Point to the picture of lorry on the board. **Say:** lorry, lorry, lorry. Pupils repeat.
3. Point to the picture of bus on the board. **Say:** bus, bus, bus. Pupils repeat.
4. Point to the pictures of okada and poda poda on the board. Say the words. Pupils repeat.
Ask: What is this? Pupils should know these words. If not, tell them.
5. Point to the poem on the board. **Say:** This is a poem.
Say: Look! This is the title. Read the title.
Say: Look at the pictures. Point to the pictures.
Ask: What do you think the story is about? Pupils answer.
Say: Follow with your finger.
6. Read the poem line by line. Do actions for walk, run, and bicycle. Pupils repeat the words and do the actions. Pupils follow with their finger.
7. Check pupils understand the words in the verse 1.
8. Read verse 2. Point to the pictures.
9. Read verse 3.
10. Explain the meaning of 'little people ride snug on their mother's back'.
You can draw a picture or do an action.
11. **Say:** Let's read together.

Guided Practice (10 minutes)

1. Rub out the words 'taxi, lorry, bus, okada and poda poda'.
2. Read the poem together. Stop when you get to the first blank and call on a pupil to share.
3. Read the rest of the poem with a new pupil sharing what goes in the blank.

Independent Practice (10 minutes)

1. Write on the board: 'I like to go by _____.'
2. **Say:** Open your exercise books. Draw a picture of how you like to travel. Copy and complete the sentence.
3. Pupils who finish early can write more than 1 sentence.
4. Call on 2 boys and 2 girls to come to the front. They tell the class how they like to travel.

Closing (2 minutes)

1. **Say:** Well done, class. How did you come to school today? Raise your hands to show me.
Ask: Did you come by bus? Pupils raise their hands.
Ask: Did you come by poda poda? Pupils raise their hands.
Ask: Did you come by okada? Pupils raise their hands.
Ask: Did you come on foot? Or did you walk? Pupils raise their hands. Do an action for walking to help pupils remember the word.

[*STORY: SEE THE PEOPLE GO!*]

From: 1, 2, 3 Read and Write with Me! Stories and Poems. (RAISES Education Project)

See the People Go!

Come.

Stand by the road.

See how people travel.

They go from place to place.

They go their own ways.

People go by taxi.

People go by lorry.

People go by bus.

People go by okada.

People go by Poda Poda.

Some people walk.

Some people run.




Some people bicycle.

Very little people ride

snug on their mother's back.

How do you like to travel?

Lesson Title: Matching sounds to letters: Gg	Theme: Reading and writing Letter work: Gg	
Lesson Number: L-02-042	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to match the sounds of the letter 'Gg' to written letters and words.</p>	 <p>Teaching Aids 1. Picture or drawing of a goat, dog and some eggs 2. 'Gg' sentences at the end of the plan.</p>	 <p>Preparation 1. Display a picture or drawing of a goat, a dog and some eggs. 2. Write the 'Gg' sentences, at the end of the plan, on the board.</p>
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** What is the date today? Pupils say the day.
- Ask:** What is the month? Pupils say the month. Write it on the board.
- Ask:** How did you come to school today?
- Say:** Today we are going to match the sounds of the letter 'Gg' to written letters and words.

Introduction to the New Material (10 minutes)

- Ask:** What colour is this? Point to something green. Pupils say: green.
- Ask:** What is the first letter? (Answer: Gg) What is the sound? Pupils say: /guh/
- Tell pupils you are going to write a sentence on the board. Tell them to shout the sound /guh/ when they see letter G.
- Point to sentence at the on the board. Read it slowly.
- Ask:** How many letter g's are there in this sentence? Tell your partner.
Give pupils a moment to count.
- Say:** Show me with your fingers how many letter 'g's are in the sentence.
- Say:** Let's check. Call 1 girl to the front.
- Say:** Show me letter 'G'.
The pupil points to each letter 'G'. Count with the class.
Underline each letter 'g' as the pupil points to the letter.
- Say:** Yes, there are 10.
Ask: Did you get it right?
- Read the sentence again. Point to the pictures and do actions to help pupils understand the meaning of the sentence.

Guided Practice (10 minutes)

- Say:** Let's write an upper case 'G'. Tell pupils to hold up their finger and follow you in the air.
- Write an uppercase G on the board in big writing. Show pupils how to make the letter.
- Say:** Let's write a lower case 'g'. Tell pupils to hold up their finger and follow you in the air.
- Write a lowercase 'g' on the board in big writing. Show pupils how to make the letter.
- Say:** Show me an upper case 'G'. Pupils draw letter 'G' in the air.
Say: show me a lower case 'g'. Pupils draw letter 'g' in the air.

6. **Say:** Some words begin with 'g'. What words begin with letter 'g'?
(Possible answers: green, goat, grass, get).
Draw a picture of 3 simple words that begin with the letter 'g.'
7. **Say:** Some words end in letter 'g,' write the word next to the picture.
8. **Ask:** What words end with letter 'g'? (Possible answers: big, dog, dig).
Draw a picture of 3 simple words that end with the letter 'g,' write the word next to the picture.
9. **Say:** Some words have letter 'g' in the word. What words have letter 'g' in them?
Pupils say: egusi and eggs.

Independent Practice (10 minutes)

1. **Say:** Open your exercise book. Write 'Gg' at the top of the page.
2. **Say:** Choose 4 words with the letter 'Gg' to draw the pictures and write the word.
3. Call on 4 pupils to show their pictures and words.

Closing (2 minutes)




1. **Say:** Very good, class.
2. **Say:** Let's read. Pupils say the sentence.
3. **Ask:** Does anyone have 'Gg' in their name? Raise your hands. Say your name.
4. Tell pupils to look for letter 'Gg' in words at home and in the community.

[SENTENCES WITH Gg]

by Karen Waterston

The green goat and big dog dig. The granny gives them some egusi and eggs.

Lesson Title: Writing upper and lower case letters	Theme: Reading and writing	
Lesson Number: L-02-043	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to write upper case and lower case letters.</p>	 <p>Teaching Aids Alphabet code at the end of the plan</p>	 <p>Preparation 1. Write the alphabet on the board with the upper case and the lowercase letters. 2. Write numbers 1-26 under each letter, see the example at the end of the plan.</p>
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** What is the date today? Pupils say the day.
3. **Ask:** What is the month? Pupils say the month. Write it on the board.
4. **Ask:** What is your favourite word from this week?
5. **Say:** Today we will learn how to write small and capital letters.

Introduction to the New Material (10 minutes)

1. Point to the alphabet on the board. **Ask:** What is this? (Answer: alphabet)
2. Tell pupils that under each letter there is a number. This is a secret code. They must change the numbers into letters to find the word.
3. Write: 18, 5, 4, on the board.
Point to number 18. **Ask:** What letter is this? (Answer: r)
Write: 'r' on the board.
Point to number 5. **Ask:** What letter is this? (Answer: e)
Write: 'e' on the board.
Point to number 4. **Ask:** What letter is this? (Answer: d)
Write: 'd' on the board.
4. **Ask:** What word is this? Sound out the word. r-e-d. Red.
Tell pupils to use a big letter for the first letter of the words.

Guided Practice (10 minutes)

1. Tell pupils to copy the alphabet and numbers into their exercise books.
2. Write these numbers on the board. Don't write the words.
6, 1, 18, 13, 5 18 (Answer: farmer)
2, 5, 12, 12 (Answer: bell)
3, 1, 18, 18, 25 (Answer: carry)
20, 1, 24, 9 (Answer: taxi)
3. **Ask:** What are these words?
Say: Change the numbers into letters. Write the words in your exercise books. Use a big letter for the first letter.

- Call on 1 girl to write the first word, 'farmer.'
- Call on 1 boy to write the second word, 'bell.'
- Call on another girl and boy to write the next two words, 'carry' and 'taxi.'

Independent Practice (10 minutes)

- Write these numbers on the board. 13, 25 / 14, 1, 13, 5 / 9, 19 / _____.
(Answer: My name is _____.)
- Say:** This is a sentence. Can you change the numbers into letters?
Say: Try to finish the sentence in your exercise books. Use a capital letter to start the sentence and a full stop at the end.
- Tell pupils to show each other.
- Pupils who finish quickly can change their name into numbers.

Closing (2 minutes)

- Say:** Very good, class.
- Say:** Show me an uppercase 'G'. Pupils draw an uppercase 'G' in the air.
Say: Show me a lowercase 'r'. Pupils draw a lowercase 'r' in the air.
Say: Show me a question mark. Pupils draw a question mark in the air.
Say: Show me a full-stop. Pupils do the action for full-stop.




[ALPHABET CODE]

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	li	Jj
1	2	3	4	5	6	7	8	9	10

Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr	Ss	Tt
11	12	13	14	15	16	17	18	19	20

Uu	Vv	Ww	Xx	Yy	Zz
21	22	23	24	25	26

Lesson Title: Number words	Theme: Reading and writing	
Lesson Number: L-02-44	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use number words (0-25) to talk about people, places and things.</p>	 <p>Teaching Aids 1. Story 'My House' at the end of the plan 2. Picture of a house</p>	 <p>Preparation 1. Write the story 'My House', at the end of the plan, on the board. 2. Display a picture or drawing of a house. 3. Write number words for 1-25 along the top of the board.</p>
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Opening (4 minutes)

- Say:** Good morning/afternoon.
- Ask:** What is the month? Pupils say the month. Write it on the board.
- Say:** My favourite number is 7: s-e-v-e-n. **Ask:** What is your favourite number?
Say: My lucky number is 3: t-h-r-e-e. **Ask:** Have you got a lucky number?
- Say:** Today we are going to use number words (0-25) to talk about people, places and things.

Introduction to the New Material (10 minutes)

- Point to the numbers on the board.
Say: Let's count to 25 together. 1, 2, 3 ... Pupils count with you to 25.
- Say:** Let's count again. Let's clap. Count and clap together. Get faster.
- Point to different numbers on the board and spell the word for the number.
For example: What number is this? (Answer: 19) Say with me: n-i-n-e-t-e-e-n
Repeat for five different numbers.

Guided Practice (10 minutes)

- Say:** Take out 2 pieces of paper from your exercise books. Tear each paper into 4 pieces.
- Say:** I am going to read you a story about my house.
Look, this is my house. Point to the picture of your house on the board.
- Say:** I have a lot of things in my house. Listen carefully. When you hear a number, write the number word on the paper. One number word on one paper.
- Read the story. Pupils write the numbers.
- Read the story again. Tell pupils to hold up the number when you say the number.

Independent Practice (10 minutes)

- Say:** Open your exercise books. Draw a picture of your home. Draw things you have in your house. Write the number next to each object.
- Say:** Show your partner. Say the numbers.
- Walk around the classroom listening to the pupils. Check they are saying the numbers in English.

Closing (1 minute)

- Say:** Very good, class.

[*STORY: MY HOUSE*]

by Karen Waterston

This is my house.

I have four aunties.

I have two grannies.

I have six brothers and four sisters.




I have eighteen hens.

I have twenty goats.

I have twenty-five big books.

I have sixteen eggs.

Lesson Title: Using directionality in writing words and sentences	Theme: Reading and writing	
Lesson Number: L-02-045	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to write the names of classroom objects (from left to right, up and down directions).</p>		<p>Teaching Aids 5 pieces of chalk</p>		<p>Preparation None</p>
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** What is the name of the day today? Pupils say the day.
3. **Ask:** What is the month? Pupils say the month. Write it on the board.
4. **Say:** Let's remember some words. **Ask:** What is this? Hold up or point to classroom objects.
5. **Say:** Today we are going to write the names of classroom objects (from left to right, up and down directions).

Introduction to the New Material (10 minutes)

1. **Ask:** What is this? Hold up a ruler. Pupils say: ruler.
2. **Write:** ruler on the board. Write it in a left to write direction: r u l e r
3. Ask pupils what they notice about the way you wrote the word, guide them to notice that it is written left to right.
4. Write the word 'ruler,' up to down.
r
u
l
e
r
5. Ask pupils what they notice about the way you wrote the word, guide them to notice that it is from top to bottom.
6. Ask pupils which is the correct way to write? (Answer: left to right).
7. Repeat steps 1-3 with other classroom objects (pen, pencil, desk/table, chair, pencil case, rubber).
8. Explain to pupils when you are writing.

Guided Practice (10 minutes)

1. **Say:** Let's play a game.
2. Put pupils into groups of 4. Give each group a number.
3. Tell pupils you will say a word for a classroom object. You will call a group to come to the board. The group will write the word in a left to right direction and in an up down direction.
4. Do an example. **Say:** desk. Call on one of the groups to come to the board. Give each pupil a piece of chalk. Ask two pupils to write the word 'desk' in a left to right direction: d e s k.

Ask the other two pupils to write the word in an up down direction: d

e

s

k

5. Check spelling and say: Thank you. Sit down, please.
6. Give a point for correct direction and a point for spelling.
7. **Ask:** Ready? Group 3. **Say:** bag. Group 3 comes to the board. Give a piece of chalk to each pupil in the group. Ask two pupils to write the word in a left right direction and two pupils to write the word in an up down direction.
8. **Say:** Very good. Check spelling.
9. Repeat this for the other words for classroom objects.




Independent Practice (10 minutes)

1. Clean the board.
2. Write the words for 6 classroom objects (in a left to right direction) on the board.
3. Ask pupils to copy the words in their exercise books.
4. Tell them to write the words in an up down direction. Use your finger to show the pupils an up down direction. **Say:** Write the words in an up down direction.
5. When pupils finish, call on 3 boys and 3 girls to come to the board and write the words in an up down direction.

Closing (2 minutes)

1. **Say:** Very good class.
2. **Say:** Let's remember some words.
3. **Ask:** What words begins with 'T'? Pupils shout some words beginning with T.
4. **Say:** Very good. Repeat for 'S' and 'B'.

Lesson Title: Tiny Tale: 'My House'	Theme: Oral language Letter work: Hh and Ii	
Lesson Number: L-02-046	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to discuss and co-write the Tiny Tale 'My House'.</p>		<p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Tiny Tale 'My House' at the end of the plan 2. Picture of a house 		<p>Preparation</p> <ol style="list-style-type: none"> 1. Write the Tiny Tale 'My House', at the end of the plan, on the board. 2. Display a picture or a drawing of a typical home in your community.
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Opening (3 minutes)

1. **Say:** Good morning/afternoon.
2. **Ask:** How are you today? Pupils answer.
3. **Ask:** What is the date today? Pupils say the day.
4. **Ask:** What is the month? Pupils say the month. Write it on the board.
5. **Ask:** Where do you live? Who do you live with?
6. Tell pupils today they are going to discuss and co-write the Tiny Tale 'My House'.

Introduction to the New Material (10 minutes)

1. Point to the picture of the house on the board.
Say: House /huh/ /huh/ house. Say the sound of the letter 'h'. Pupils repeat 3 times.
2. Point to the window. **Ask:** What is this? **Say:** Window. Pupils repeat 3 times.
Ask: Do you have a window in your house? Pupils shout: Yes!
Say: Let's write the word.
Ask: What is the first sound? Pupils say: /wuh/. Write: 'w' on the right side of the board.
Ask: What is the next sound? Say 'window' slowly. Pupils say: 'i'. Write the rest of the word.
Sound out the word as you write it: w-i-n-d-o-w. Put an arrow to the window in the drawing of your house.
3. **Ask:** Do you have a kitchen? Some kitchens are inside and some are outside. Explain the word kitchen.
Say: Let's write the word.
Ask: What is the first sound? Pupils say: /k/. Write k on the board.
Ask: What is the next sound? Say 'kitchen' slowly. Pupils say: 'i'. Write the rest of the word.
Sound it out as you write it: k-i-t-c-h-e-n.
4. **Ask:** What do you have in your house? Tell your partner. Give pupils a moment to think and tell their partner. They can look back at the pictures they drew in lesson L-02-044, numbers.
5. Call on 6 pupils, 3 girls and 3 boys, to say words.
6. Write 3 of the words on the right side of the board. Choose short words. Sound out the words as you write them. (Possible answers: bed, lamp, chair, TV, radio, mother, brother, sister, father, goat, hen, granny, auntie, desk, bag, pencil)

Guided Practice (10 minutes)

1. Choose 3 words from the right side of the board. Write them in the Tiny Tale.

2. **Say:** Let's read the poem.
3. Read each line. Pupils follow.
4. **Say:** Let's read together. Pupils read together.
5. **Say:** Let's read faster. Point to each word faster and faster.

Independent Practice (10 minutes)

1. **Say:** Open your exercise books. Look at the picture you drew last week.
2. **Say:** Write the word next to 3 pictures of things you have in your house. Pupils write words next to the pictures they drew of things they have in their house. If pupils don't have a drawing, tell them to draw a house and then write 3 words from the board.

Closing (2 minutes)

1. **Say:** Let's read again. Clap together. Pupils clap and say the poem.
2. **Say:** Very good.

[TINY TALE: MY HOUSE]

From Class 2 Teacher's Guide: Using the Reading Supports (RAISES Education Project)

My House

I have things in my house.




I have a ___.

I have a ___.

I have a ___.

I have things in my house.

Lesson Title: Using letter sounds Hh and li	Theme: Oral language Letter work: Hh and li	
Lesson Number: L-02-047	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to match the sounds of letters 'Hh' and 'li' with oral and written words.</p>		<p>Teaching Aids Drawings</p>		<p>Preparation Draw these on the board: iron, ink, Isatu (a boy), hoe, hand, hen.</p>
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** How are you today? Pupils answer.
- Ask:** What is the date today? Pupils say the day.
Ask: What is the month? Pupils say the month. Write it on the board.
- Say:** Hello. Pupils say: Hello.
Say: Hi. Pupils say: Hi.
Say: Copy me. Hi. Hello. Pupils say: Hi, Hello.
Say: Hello, hello, hi. Pupils repeat.
Say: Hi, hello, hi, hi, hello. Pupils repeat.
- Say:** Today we are going to match the sounds of letters 'Hh' and 'li' with oral and written words.

Introduction to the New Material (10 minutes)

- Do an action for hot. **Ask:** What is this? Pupils say hot.
Write: 'hot' on the board.
Point to the letter h. **Ask:** What sound is this? Pupils say: /huh/.
Ask: What letter is this? Pupils say letter 'h'.
Say: Repeat after me: hot, hot, hot. Pupils repeat 3 times.
- Do an action for ill. **Ask:** What is this? Pupils say ill.
Write: 'ill' on the board.
Point to the letter 'l'. **Ask:** What sound is this? Pupils say: /i/.
Ask: What letter is this? Pupils say letter 'l'.
Say: Repeat after me: ill, ill, ill. Pupils repeat 3 times.
- Point to the pictures on the board. For each picture:
Ask: What is this?
Ask: What is the first letter?
Ask: What sound is it?
Write the word. Sound out the word as you write it. Pupils repeat each word 3 times.
Write the words in different places on the board.

Guided Practice (10 minutes)

- Say:** Stand up tall with your arms above your head.
Say: This is letter 'li.' Pupils copy.

2. **Say:** Stand with your, elbows by your sides and arms out in front, hands curved downwards. (this looks like letter 'h')
Say: This is letter 'Hh.' Pupils do the action and say 'Hh.'
3. **Say:** Let's play a game. Tell pupils to stand up.
4. **Say:** When I say a word, if the first letter is 'l' you make the shape for 'l'.
If it is h, you make the shape for 'h.'
Say: Ready? 'ill'. Do the shape of the first letter. Pupils make the shape li with their hands straight up in the air.
Say: Ready? 'house'. Pupils make the shape of letter 'h.'
Say: Ready? Ink. Look around the class to make sure everyone is making the letter shape li.
Say: hot. Pupils make letter 'h' shape.
Continue with these words: it, head, hen, iron, hoe, Ibrahim, hot, in, happy
Get faster each time.




Independent Practice (10 minutes)

1. **Say:** Open your exercise books. Write letter 'Hh' on the left side of the page.
Write 'li' on the right side of the page. Draw a line down the middle of the page.
Write words with 'Hh' on the left. Write the words with 'li' on the right side.
2. Pupils write the words on the board in two columns. Walk around the classroom to check pupils understand the task.
Ask different pupils:
 - What letter is this?
 - What word is this?
 - What sound is this?
3. Call on a girl to come to the front. Point to the words beginning with letter 'Hh'.
Rub out each word and write it on the left side of the board. Pupils check their words.
4. Call on a boy to come to the front. Point to the words beginning with letter 'li'.
Rub out each word and write it on right side of the board. Pupils check their words.

Closing (2 minutes)

1. **Say:** Very good class. What words begin with letter 'Hh'?
Point to the words on the board. Pupils read the words.
2. **Ask:** What words begin with letter 'li'?
Point to the words on the board. Pupils read the words beginning with 'li'.

Lesson Title: Questions and answers	Theme: Oral language	
Lesson Number: L-02-048	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to orally match the sentence with their correct question stems.</p>		<p>Teaching Aids Questions</p>		<p>Preparation Write these questions on the left side of the board: a) What is your name? b) How old are you? c) Where do you live?</p>
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** How are you today? Pupils answer.
- Ask:** What is the date today? Pupils say the day.
Ask: What is the month? Pupils say the month. Write it on the board.
- Ask:** Does anyone have letter 'Hh' in their name? Raise your hands.
Ask: Does anyone have letter 'li' in their name? Raise your hands.
- Say:** Today we are going to match the sentence with its correct question stem.

Introduction to the New Material (10 minutes)

- Point to the questions.
- Say:** Let's read the questions. Point to each word. Pupils repeat the question after me.
- Ask:** What is your name?
Write on the right side of the board: 'My name is _____.'
- Ask:** How old are you?
Write on the right side of the board: 'I am _____ years old.'
- Ask:** Where do you live?
Write on the right side of the board: 'I live in _____.'

Guided Practice (10 minutes)

- Point to a question and read it. Ask pupil how they would answer that question?
- Draw a line to match the question stem (the question) with the correct sentence response which the pupil identified.
- Repeat for the remaining two question stems and correct sentence response.
- Have pupils read each sentence and correct sentence response out loud together.




Independent Practice (10 minutes)

- Tell pupils to work in pairs with someone nearby.
Say: Ask each other the 3 questions on the board. Answer the 3 questions.
- Pupil pairs who finish early can write the question stem and sentence response from the board in the exercise book.
- Call on 1 girl and 1 boy to come to the front to ask and answer questions using the correct question stem and sentence response.
- Say:** Give me a thumbs up if you can ask and answer the questions.

Closing (2 minutes)

1. **Say:** Very good, class. What questions did we learn today? Raise your hand.
2. Call on pupil to tell you what questions they learnt today.

Lesson Title: Matching sounds to letters and words: Hh and li	Theme: Oral language Letter work: Hh and li	
Lesson Number: L-02-049	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read words beginning with the letters 'Hh' and 'li'.</p>	 <p>Teaching Aids 1. Story 'Can I Have a Hug?' at the end of the plan. 2. Drawings</p>	 <p>Preparation 1. Write the story, 'Can I Have a Hug?', at the end of the plan, on the board. 2. Draw these on the board: hill, injection (syringe), insect, hand with arrow pointing to the index finger.</p>
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** How are you today? Pupils answer.
- Ask:** What is the date today? Pupils say the day.
Ask: What is the month? Pupils say the month. Write it on the board.
- Ask:** What are our letters this week? Pupils say: 'Hh' and 'li.'
Ask: What words do you remember beginning with 'Hh' and 'li'? Pupils shout out words.
- Say:** Today you are going to read words beginning with the letters 'Hh' and 'li'.

Introduction to the New Material (10 minutes)

- Point to the story on the board. Tell pupils they will read it by themselves.
- Point to the title. Point the word 'hug'. **Say:** Let's read this word.
Ask: What is the first sound? Pupils say /huh/.
Ask: What is the next sound? Pupils say: /uh/.
Ask: What is the last sound? Pupils say: /guh/.
Sound out the word. H-u-g, hug.
- Explain the meaning of hug. **Say:** Hug your partner. Pupils hug the person next to them.
- Read the story but don't read the underlined words. Do an action or point to the picture instead of the underlined word. Explain that pictures can help us know what the story is about.
- Say:** Now I want your help. Let's read the first line together.
Point to the word 'hop'. Sound out the word with the pupils. H-o-p. Do an action for hop.
Sound out the word 'hill'. H-i-l-l. Hill. Point to the picture for hill.
Say: Very good. You are reading.
Say: We can read a word by sounding out the letter sounds. We don't know the meaning but we can read the word.

Guided Practice (10 minutes)

- Say:** Now you read the words together in pairs. Sound out each word.
- Tell pupils to try to read the underlined words. Only sound out the underlined words, not the whole sentence. Tell them that if a word is difficult, try the next word.
- Give them 5 minutes to sound out the words. Walk around the classroom listening and supporting.

4. **Say:** Let's read together.
5. Read the story. Don't read the underlined words. Pupils read the underlined words by themselves. You do the actions and point to the pictures. This helps pupils to understand the meaning of the words.

Independent Practice (10 minutes)

1. **Say:** Open your exercise books.
Say: Draw a picture of the story. Choose 3 words beginning with 'Hh' or 'Ii'.
Write the words under the picture.

Closing (2 minutes)

1. **Say:** Very good. You are reading in English.
2. **Ask:** Where did they go? (Answer: hospital).
Ask: Why? (Answer: to have an injection, an insect bit them)
Ask: What finger did the insect bite? Show me. Pupils hold up finger number 2.
3. Tell pupils to look at words at home and in the community. Try to sound out the words to read them.

[STORY: CAN I HAVE A HUG?]

by Karen Waterston

I hop up the hill (draw a picture of a hill)




I have an important injection (draw an injection)

At the hospital (draw a symbol for hospital)

An insect bit me on my index finger (draw a picture of an insect, draw a hand and an arrow to finger number 2)

Can I have a hug?

Lesson Title: Antonyms	Theme: Oral language	
Lesson Number: L-02-050	Class/Level: Class 2	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to match opposites, or antonyms.	 Teaching Aids None	 Preparation None
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Opening (3 minutes)

- Say:** Good morning/afternoon.
- Ask:** How are you today? Pupils answer.
- Ask:** What is the date today? Pupils say the day.
- Ask:** What is the month? Pupils say the month. Write it on the board.
- Say:** Let's remember some words.
Ask: What is this? Do an action for tall. Pupils say: tall.
Ask: What is this? Do an action for short. Pupils say: short.
- Repeat for big/small.
- Tell pupils today they are going to match opposite words (antonyms).

Introduction to the New Material (10 minutes)

- Say:** Big/small and tall/short are opposites.
- Do an action for hot. **Say:** Hot, hot, hot. Pupils repeat 3 times.
- Do an action for cold. **Say:** cold, cold, cold. Pupils repeat 3 times.
- Say:** Hot/cold are opposites.
- Ask:** Can you think of any more opposites? Pupils may be able to say some.
 Write down any correct responses on the board.
- Have pupils identify the opposite for: in, up and happy.

Guided Practice (10 minutes)

- Say:** I will say a word, you do the action. Stand up everyone. Ready?
- Say each of the following words one-by-one and tell pupils to do action for them: hot, cold, in, out, up, down, happy, sad.
- Repeat the activity, change the order of the words and have them do the actions.
- Repeat the activity two more times, but say the words faster.
- Say:** I will do the action. You say the word.
- Do actions for the words. Pupils shout out the words.




Independent Practice (10 minutes)

- Tell pupils to work in pairs.
- Say:** 1 pupil says a word (e.g. hot), the other pupils do the action for hot.
- Have pupils do the activity for all the words on the list.
- Call pupils to come to the front. The pupils do an action, the class says the word.

Closing (2 minutes)

1. **Ask:** What words from today begin with 'Hh'? Tell your partner.
Give pupils a moment to think and tell their partner.
Say: Ready? Tell me. Pupils shout out the words. (Examples: hot, happy)
2. **Ask:** What word from today begins with 'li'. Give pupils a moment to think and tell their partner.
Say: Ready? Tell me. Pupils shout out the words. (Example: in)

Lesson Title: Tiny Tale: 'Jump'	Theme: Oral language	
Lesson Number: L-02-051	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to co-write and discuss the Tiny Tale 'Jump'.</p>		<p>Teaching Aids 1. Tiny Tale 'Jump' at the end of the plan 2. A ruler</p>		<p>Preparation 1. Write the Tiny Tale 'Jump', at the end of the plan, on the board. 2. Find a ruler.</p>
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Opening (5 minutes)

1. Greet the class. **Say:** Today is ...? Write the word on the board.
2. Write 'an' on the board. **Say:** Say this word, please. Guide pupils to say 'an'.
3. Write the letter 'm' before 'an' to make 'man'. Point to the letter 'm'.
Ask: What is the sound of this letter? Pupils say the sound.
Ask: Can you say this word? Guide pupils to say 'man'.
4. Write 'an' underneath the word man.
5. Repeat step 3 with these letters and words, each time write the new word underneath the previous:
 - 'f' to make the word 'fan'
 - 'p' to make the word 'pan'
 - 'c' to make the word 'can'
6. Explain that these are rhyming words.
7. Tell pupils that today we are going to talk about things we can do.

Introduction to the New Material (12 minutes)

1. **Ask:** Can you jump? Raise your hands. Pupils raise their hands.
2. Put a ruler on the ground.
3. **Ask:** Can you jump over this ruler? Do an action to show the meaning of the word 'over'.
Pupils raise their hands if you can jump over this ruler.
4. **Ask:** Can you say some things that you can jump over?
5. Write 6 - 8 student responses for what they can jump over on the board.
(Example answer: a stone, a box, a bucket, a bench, a pot, a log, a leaf)
6. Read the Tiny Tale.
7. When you reach a blank line, stop reading and write one of the best words from the board in the gap. (Example answer: I can jump over a bucket.)
8. When the gaps are completed, read the Tiny Tale again.

Guided Practice (5 minutes)

1. Begin reading the Tiny Tale again. Stop reading before each gap.
2. Call on a pupil to say the words in the gaps.
3. **Say:** Class, you say the tale. Guide pupils to read the Tiny Tale together. Point to the words on the board.

Independent Practice (10 minutes)

1. **Say:** Draw a picture from the story and write what they can jump over.
2. Pupils who finish early can draw another picture and write another sentence.

Closing (3 minutes)

1. **Say:** Let's read the tale together again.
2. Read the tale with the pupils. As you read, point to the words.
3. **Say:** Well done. You can read very well.

[TINY TALE: JUMP]

Tiny Tale 'Jump' from RAISES, Class 2 Teacher's Guide, Page 13.

Can you jump high?




I can jump over _____.

I can jump over _____.

I can jump over _____.

I can jump high!

Lesson Title: Present tense verbs	Theme: Oral language	
Lesson Number: L-02-052	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to answer questions about the day using the correct verb tense.</p>	 <p>Teaching Aids 1. Story 'Joseph's Day' at the end of the plan 2. Pictures of a face and suns</p>	 <p>Preparation 1. Write the story 'Joseph's Day', at the end of the plan, on the board. 2. Draw a picture of a boy's face on the board. 2. Draw a sun rising, a sun high in the sky, the sun setting, and a moon at the top of the board.</p>
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Opening (5 minutes)

1. Greet the class. **Say:** Today is ...? Write the word on the board.
2. Tell pupils to listen carefully. **Say:** bad, bad, bad.
Ask: What is the first letter? Pupils say 'b'. Write 'bad' on the board.
Explain the meaning of the word 'bad'.
3. Rub out the letter 'b'. **Say:** had, had, had.
Ask: What is the first letter? Pupils say 'h'.
Write 'had' on the board. Explain the meaning of the word 'had'.
4. Repeat step 3 with these words: sad, dad
5. Explain that these are rhyming words.
6. Tell pupils that today we are going to listen and talk about a story.

Introduction to the New Material (10 minutes)

1. Point to the picture of the face on the board.
Say: This is Joseph. Today you will listen to a story about Joseph's day.
2. Point to the picture of the sun rising.
3. **Say:** In the morning, Joseph gets up. He eats a juicy mango. He goes to school. He learns English.
4. Explain the words as you read it. Use actions (e.g. get up, eat, juicy), draw pictures (e.g. mango) or explain the words (e.g. learn).
5. Point to the picture of the sun high in the sky.
6. **Say:** In the afternoon, he plays with his friends. They kick a football. They roll a hoop. They jump. His friend Jusu can jump high.
7. Explain the words using actions or pictures.
8. Point to the picture of the sun setting.
9. **Say:** In the evening, he helps his dad. Explain the words.
10. Point to the picture of the moon.
11. **Say:** At night, he goes to bed. He sleeps. Explain the words using pictures and actions.
12. Read the story again.

Guided Practice (8 minutes)

1. Point to the picture of the face on the board.
2. **Ask:** Who is this? (Answer: Joseph).

3. Point to the picture of the sun rising.
4. **Ask:** What does Joseph do in the morning?
(Answer: He gets up. He eats a juicy mango. He goes to school. He learns English.)
5. Point to the picture of the sun high in the sky.
6. **Ask:** What does he do in the afternoon?
(Answer: He plays with his friends. They kick a football. They roll a hoop. They jump.)
7. Point to the picture of the sun setting.
8. **Ask:** What does he do in the evening? (Answer: He helps his dad.)
9. Point to the picture of the moon.
10. **Ask:** What does he do at night? (Answer: He goes to bed. He sleeps.)
11. Read the story again.

Independent Practice (10 minutes)

1. Have pupils write and draw one thing that Joseph did in the story in their exercise books.
2. Pupils who finish early can write more.

Closing (2 minutes)

1. **Ask:** Did you like the story?
2. **Say:** You listened to the story very well.

[STORY: JOSEPH'S DAY]

by Karen Waterston.




In the morning, Joseph gets up. He eats a juicy mango. He goes to school. He learns English.

In the afternoon, he plays with his friends. They kick a football. They roll a hoop. They jump. His friend Jusu can jump high.

In the evening, he helps his dad.

At night, he goes to bed. He sleeps.

Lesson Title: Matching sound and words to letter 'Jj'	Theme: Oral language Letter work: Jj	
Lesson Number: L-02-053	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to match the sound of the letter 'Jj' to written letters and words.</p>	 <p>Teaching Aids 1. Story 'Joseph's Day' at the end of the plan 2. The alphabet</p>	 <p>Preparation 1. Write 'Joseph's Day', at the end of the plan, on the board. 2. Write the alphabet, lower case and upper case, at the top of the board (or use an alphabet strip).</p>
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Opening (4 minutes)

1. Greet the class. **Say:** Today is ...? Write the word on the board.
2. **Ask:** What are the letters? Point to letters Aa - Jj on the alphabet strip or on the board. Pupils say the name of each letter.
3. **Ask:** What is the sound of the letters? Point to letters Aa - Jj on the alphabet strip or on the board. Pupils make the sound of each letter. If they don't know, say the sounds. Pupils repeat.
4. Point to the letter 'Jj' again. Say the sound. Pupils repeat. Help pupils if they have a problem with pronunciation.
5. Tell pupils that today we are going to practise saying and writing words with the letter 'Jj'.

Introduction to the New Material (10 minutes)

1. **Say:** Class, stand up. I will say a word. If the word begins with the sound /j/, you must jump.
2. If the word begins with a different letter, you must stand still.
3. **Say:** football. Pupils stand still.
4. **Say:** juicy. Pupils jump.
5. Repeat with these words: afternoon, bed, Joseph, can, dad, jump, evening, friend, Jusu, goes, hoop, in.
6. Say the words beginning with 'Jj' again: juicy, Joseph, jump, Jusu. Pupils repeat each word 3 times.
7. **Ask:** What can you remember about the story, *Joseph's Day*?
8. Read the story. Read slowly and clearly. Point to the words as you read.

Guided Practice (8 minutes)

1. Point to the story on the board. **Ask:** Can you see two names beginning with the letter? Choose a pupil and ask him/her to come to the board. Ask him/her to point to 2 names which begin with the letter 'J'. Underline the names: Joseph, Jusu. Explain that we use an upper case letter for names and places.
2. **Ask:** Can you say any more names beginning with the letter? Pupils say some more names with the letter (e.g. Jeneba, Jinnah).
3. Point to the story on the board. **Ask:** Can you see two words with the letter? Choose a pupil and ask him/her to come to the board. Ask him/her to point to 2 words which begin with the letter 'j'. Underline the words: juicy, jump.

4. **Ask:** Can you say any more words beginning with the letter? Pupils say some more words with the letter (e.g. juice, jug, jar, jail, jacket).
5. Write 3 of the words on the board. Say each word. Pupils repeat 2 times. Check pupils understand what the words mean.

Independent Practice (10 minutes)

1. Write an upper case 'J' on the board. Explain how to write it.
2. Write a lower case 'j' on the board. Explain how to write it.
3. **Say:** Write each letter 3 times.
4. **Say:** Write 2 - 3 words beginning with the letter. They can choose the words. Draw a picture of the word next to it.
5. Call on 1 boy and 1 girl to show you their words and pictures. Talk about their work.

Closing (3 minutes)

1. **Say:** Now you know words with the letter 'j'.
2. **Ask:** Can you say some words with the letter 'j'? Pupils say some words.
3. **Say:** Well done. Thank you, class. See you later. Pupils say: See you later.

[STORY: JOSEPH'S DAY]

by Karen Waterston




In the morning, Joseph gets up. He eats a juicy mango. He goes to school. He learns English.

In the afternoon, he plays with his friends. They kick a football. They roll a hoop. They jump. His friend Jusu can jump high.

In the evening, he helps his dad.

At night, he goes to bed. He sleeps.

Lesson Title: Days of the week	Theme: Oral language Letter work: Jj	
Lesson Number: L-02-054	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to name the days of the week and describe what people do on each day.</p>		<p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Story 'Joseph's Week' at the end of the plan 2. Picture or drawing of a boy's face 3. Days of the week 		<p>Preparation</p> <ol style="list-style-type: none"> 1. Write the story 'Joseph's Week', at the end of the plan, on the board. 2. Display a picture or drawing of a boy's face. 3. Write the days of the week on the board.
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Opening (4 minutes)

1. Greet the class. **Say:** Today is ...? Write the word on the board.
2. Write 'ay' on the board. Say the sound 'ay' (as in 'day').
3. Write the letter 'm' before 'ay' to make 'may'. Point to the letter 'm'.
Ask: What is the sound of this letter? Pupils say the sound.
Ask: Can you say this word? Guide pupils to say 'may'.
Check pupils understand the meaning of the words: May I ...?
4. Repeat step 3 with these letters and words:
 - 'p' to make the word 'pay'
 - 's' to make the word 'say'
 - 'd' to make the word 'day'
5. Explain that these are rhyming words.
6. Tell pupils that today we are going to talk about days of the week.

Introduction to the New Material (10 minutes)

1. Point to the face on the board.
2. **Say:** This is Joseph. Every afternoon, he plays with his friends. Now you will listen to a story about Joseph and his friends.
3. Point to the word 'Monday'.
4. **Say:** Monday. Pupils repeat 2 times.
5. Read the first line of the story. Do an action for the words: kick a football.
6. Read the rest of the story. Do actions for the games and activities.
7. Read the story again with pupils joining you to do the actions.

Guided Practice (8 minutes)

1. Point to the word 'Monday'.
2. **Say:** On Monday, Joseph plays with ...? Raise your hand. (Answer: James)
Ask: What do they do? (Answer: kick a football)
If pupils don't know, do the action.
3. Continue for the rest of the story asking what Joseph does for each day and showing the action.
4. Read the story again.

Independent Practice (10 minutes)

1. Tell pupils to work in pairs to retell what Joseph does each day to their partner.
Explain that one partner listens while the other partner retells the story, and then they switch.
2. Pairs who finish early can take turn telling their partner what they do on Sunday, Monday, Tuesday, Wednesday, Thursday and Friday.

Closing (3 minutes)

1. **Say:** Let's say the days of the week.
2. Have one pair share one thing they do on Saturdays.
3. **Say:** Very good.

[*STORY: JOSEPH'S WEEK*]

Story *Joseph's Week* by Kim Ashmore

On Monday, Joseph plays with James. They kick a football.

On Tuesday, he plays with Jusu. They jump very high.

On Wednesday, he plays with John. They roll a hoop.




On Thursday, he plays with Julius. They fly a kite.

On Friday, he plays with Jeneba. They sing and dance.

On Saturday, he plays with Jesse. They swim in the river.

On Sunday, he sleeps.

Lesson Title: Past tense verbs	Theme: Oral language	
Lesson Number: L-02-055	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use simple sentences in present and past tense about themselves, their family and their friends.</p>	 <p>Teaching Aids 1. Story 'Me and My Friend' at the end of the plan 2. Picture or drawing of a boy's face</p>	 <p>Preparation 1. Write the story 'Me and My Friend', at the end of the plan, on the board. 2. Display a picture or draw a boy's face on the board.</p>
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Opening (5 minutes)

1. Greet the class. **Say:** Today is ...? Write the word on the board.
2. Write 'ring' on the board. **Ask:** Can you say this word? Guide pupils to say the word.
3. Rub out the letter 'r' and write the letter 's' to make the word 'sing'. **Ask:** Can you say this word? Guide pupils to say the word. Check pupils understand what the word means.
4. Tell pupils to listen carefully. **Say:** bell, bell, bell.
5. **Ask:** What is the first letter? Pupils say 'b'. Write 'bell' on the board. Check pupils understand what the word means.
6. Rub out the letter 'b' of the word 'bell'. **Say:** sell, sell, sell.
7. **Ask:** What is the first letter? Pupils say 's'. Write 'sell' on the board. Explain the meaning of the word 'sell'.
8. Repeat with word: well.
9. Explain that these are rhyming words.
10. **Say:** Today we are going to talk and write about ourselves, our family and our friends.

Introduction to the New Material (10 minutes)

1. Point to the face on the board.
2. **Say:** This is Joseph. Joseph has written something about himself and his friends.
3. Read the story on the board. Explain the words as you read it. Use actions (e.g., kick, very far, sing, danced). Draw pictures (e.g., ball) or explain the words (e.g., yesterday, played, very well).
4. Ask pupils to say what the lines mean to check understanding.
5. After reading the story, point to the upper case letters at the beginning of each sentence. Explain that we use upper case letters at the beginning of sentences. Point to the full stops at the end of each sentence. Explain that we use a full stop at the end of a sentence.
6. Read the story again.

Guided Practice (8 minutes)

1. Write: 'I am ...' on the board.
2. **Ask:** What we can say or write after these words?
(Example answers: I am (Bintu) / 8 / happy, sad, hungry / a girl, boy.)
3. Write: 'I can ...' on the board.
4. **Ask:** What we can say or write after these words?
(Example answers: I can jump / roll a hoop / fly a kite / swim / sing / dance / run.)
5. Write: 'Yesterday I played with'

6. **Ask:** What we can say or write after these words?
(Example answers: Yesterday, I played with (Bintu) / my friend, sister, brother.)
7. Point to the words 'I am ...' Call on a few pupils to complete the sentence.
8. Repeat with these: I can ..., Yesterday, I played with ...

Independent Practice (10 minutes)

1. **Say:** In your exercise book, complete one of the sentences. You can choose the sentence. Use an upper case letter at the beginning and a full stop at the end.
2. Pupils who finish early can write another sentence.
3. Walk around the classroom to make sure pupils are using an upper case letter at the start of a sentence and a full stop at the end of a sentence.

Closing (2 minutes)

1. **Say:** You can write about yourself and your friends. Well done.
2. **Ask:** What needs to go at the start of a sentence? (Answer: upper case letter)
3. **Ask:** What needs to go at the end of a sentence? (Answer: full stop)

[STORY: ME AND MY FRIEND]

by Kim Ashmore

I am Joseph.

I can kick a ball very far.




Yesterday I played football with my friend, James.

Jeneba is my friend.

She can sing very well.

Yesterday I played with Jeneba. We danced.

Lesson Title: Poem: 'Fly Free'	Theme: Oral work	
Lesson Number: L-02-056	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to track and read 'Fly Free' with a partner and the class.</p>		<p>Teaching Aids Poem 'Fly Free' at the end of the plan.</p>		<p>Preparation Write the poem 'Fly Free', at the end of the plan, on the board.</p>
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Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the word on the board.
2. Raise your hands in the air and **say:** Class, hands high! Pupils raise their hands high.
3. Lower your hands and **say:** Hands low! Pupils lower their hands.
4. Give instructions to the class. Don't do the actions.

Examples:

- Hands high / hands low
 - Left hand high / right hand low
 - Left foot high / right foot low
 - Right leg high / left leg low
5. **Say:** Today we are going to read a poem.

Introduction to the New Material (15 minutes)

1. Read the poem. Point to the words as you read.
2. Explain the words as you read it. Use actions (e.g., fly, swift, slow), draw pictures (e.g., kite, string, bird, wing) or explain the words (e.g., come back, free).
3. Ask pupils to say what the lines mean to check understanding.
4. Read the poem again.
5. Read the first line of the poem. **Say:** Boys read it. Point to the words as they say the line.
6. Read the second line of the poem. **Say:** Girls read it. Point to the words as they say the line.
7. Continue for the rest the poem alternating between boys and girl until the poem is finished.

Guided Practice (5 minutes)

1. **Say:** Class, read the poem.
2. Point to the words. Don't say the words of the poem unless pupils do not know the word.

Independent Practice (10 minutes)

1. Tell pupils to work in pairs with a person sitting nearby. Give them one minute to make pairs.
2. **Say:** Take turn and read the poem with your partner
3. Call on 1 pair to read the poem or one of the verses in front of the class

Closing (2 minutes)

1. **Say:** You can say the poem very well.
2. Tell pupils to say lines from the poem to their family when they get home.

[*POEM: FLY FREE*]

Poem *Fly Free* from RAISES, Class 2 Reader, Page 6.

The kite flies high,
The kite flies low.
The kite flies swift,
The kite flies slow.
The kite flies high,
The kite flies low.
The kite flies swift,
The kite flies slow.
Oh!
Kite on a string,
Come back to me.
Bird on a wing,
Fly away free.

Lesson Title: Participating in songs and chants	Theme: Oral work Letter work: Kk	
Lesson Number: L-02-057	Class/Level: Class 2	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to draw and label a picture of a kite.		Teaching Aids Chant 'Kite Fly' at the end of the plan		Preparation Write the chant 'Kite Fly', at the end of the plan, on the board.
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Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the word on the board.
2. Begin drawing a kite on the board. **Ask:** What is this? Pupils say: a kite.
3. Tell pupils that today we are going to say a chant about kites and other things that fly in the sky.

Introduction to the New Material (12 minutes)

1. **Say:** Class, stand up.
2. Say the first verse of the chant slowly and clearly. As you say the verse, do these actions:

Kite fly	[Action of holding the string of a kite]
In the sky.	[Action of holding the string of a kite]
Kite fly	[Action of holding the string of a kite]
Oh so high.	[Point to the sky]
3. Say the first verse again. Do the actions. Tell pupils to join in with the words and actions.
4. Draw a bird on the board.
Ask: What is this? Pupils answer: a bird.
5. Say the second verse of the chant slowly and clearly. As you say the verse, do these actions:

Bird fly	[Arms of a bird flapping its wings]
In the sky.	[Action of a bird flapping its wings]
Bird fly	[Action of a bird flapping its wings]
Oh so high.	[Point to the sky]
6. Say the second verse again. Do the actions. Tell pupils to join in with the words and actions.
7. Draw a leaf on the board.
Ask: What is this? Pupils answer: a leaf.
8. Say the third verse of the chant slowly and clearly. As you say the verse, do these actions:

Leaf fly	[Hand makes the action of a leaf flying in the wind]
In the sky.	[Hand makes the action of a leaf flying in the wind]
Leaf fly	[Hand makes the action of a leaf flying in the wind]
Oh so high.	[Point to the sky]
9. Say the third verse again. Do the actions. Tell pupils to join in with the words and actions.
10. Repeat the verses and actions if necessary.

Guided Practice (5 minutes)

1. Point to the picture of a kite. **Say:** Kite. **Ask:** What is the letter? Pupils say 'k'. Write the letter 'k' on the board.
2. Say slowly, emphasizing /i/ sound: Kite. **Ask:** What is the next letter? Guide pupils to say 'i'. Write the letter 'i' on the board.

3. Say slowly, emphasizing /t/ sound: Kite. **Ask:** What is the next letter?
Guide pupils to say 't'. Write the letter 't' on the board. Write the letter 'e' at the end.
4. Repeat steps 1 - 3 with these words: bird, leaf.
5. Point to the pictures of the kite, bird, leaf. Ask pupils to say the words.

Independent Practice (10 minutes)

1. **Say:** Draw pictures of a kite, a bird and a leaf in your exercise book. Write the words next to the pictures.

Confident pupils can draw more things in the sky and write the names with invented spellings.

2. Call on 1 boy and 1 girl to show you their pictures. Talk about the pictures.

Examples:

- What's this?
- Can the bird fly high?
- What colour is a leaf?

Closing (5 minutes)

1. **Say:** Let's say the chant again.
2. Say the chant and do the actions. Pupils join in.

[CHANT: KITE FLY]




Chant: 'Kite Fly' Verse 1 from RAISES, Class 2 Teacher's guide, Page 14.
Verses 2 and 3 by Kim Ashmore.

Kite fly
In the sky.
Kite fly
Oh so high.

Bird fly
In the sky.
Bird fly
Oh so high.

Leaf fly
In the sky.
Leaf fly
Oh so high.

Lesson Title: Words and short descriptions	Theme: Oral work	
Lesson Number: L-02-058	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to describe two pictures in the classroom using words and short sentences.</p>		<p>Teaching Aids Chant 'Kite Fly' at the end of the plan.</p>		<p>Preparation Write the chant 'Kite Fly', at the end of the plan, on the board.</p>
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Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the word on the board.
2. Say the chant from the last lesson. Pupils join in.
3. Tell pupils that today we are going to draw and describe pictures.

Introduction to the New Material (10 minutes)

1. Check pupils have an exercise book and a pencil. If they don't, tell pupils to work together with somebody who has.
2. **Say:** I am going to describe a picture. You must listen carefully and draw what I say.
3. **Say:** Draw a girl. Give pupils a minute to draw.
4. **Say:** Draw simply and quickly.
5. Continue describing the picture. **Say:**
 - The girl's flying a kite. The kite's high in the sky. Draw a kite and a long string.
 - The girl is under a tree. Draw a tree over the girl.
 - A bird is flying in the sky. Draw a bird in the sky.
 - A leaf is flying in the sky. Draw a leaf in the sky.
6. Give pupils a minute to finish their pictures.

Guided Practice (8 minutes)

1. **Ask:** What can you see in the picture?
2. Guide pupils to describe the picture. Some pupils may use words, and others may use sentences. If pupils can't describe the picture, ask questions to help them.

Example:

- Where is the kite?
 - Is the string long or short?
 - The girl is under a ...?
3. As pupils describe the picture, draw it on the board. Draw simple objects and draw quickly.
 4. Write: 'I can see a...' on the board.
Point to the objects in the picture and **say:** I can see a girl / kite / tree / bird / leaf.

Independent Practice (10 minutes)

1. Tell pupils to draw a picture of the sky. They can draw a kite, a bird and a leaf in the sky, or they can draw other things. Pupils write words or sentences about the picture. They can copy the

sentence on the board ('I can see a ...'). They can look at spellings for words from previous lessons, or they can invent spellings.

2. Call on 1 boy and 1 girl to show you their picture. Talk about the picture.

Examples:

- What can you see?
- Your writing is very good.

Closing (4 minutes)

1. Talk about kites. Ask questions in mother tongue:

Examples:

- Have you ever seen a kite?
- Have you ever flown a kite?
- How can you make a kite?

2. **Say:** Well done. Thank you, class. Goodbye. Pupils say: Goodbye.

[CHANT: KITE FLY]




Chant: 'Kite Fly' Verse 1 from RAISES, Class 2 Teacher's guide, Page 14.

Kite fly

In the sky.

Kite fly

Lesson Title: Writing words	Theme: Oral work Letter work: Kk	
Lesson Number: L-02-059	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to match the initial sound of new words to the letter 'Kk'.</p>	 <p>Teaching Aids 1. Chant 'Kite Fly' at the end of the plan 2. The alphabet</p>	 <p>Preparation 1. Write the chant 'Kite Fly', at the end of the plan, on the board. 2. Write the alphabet, lower case and upper case, at the top of the board. 3. Write these words on the board: leaf, kite, fly, key, low, bird, keep, slow, kind, sky, kitchen, king.</p>
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Opening (4 minutes)

1. Greet the class. **Say:** Today is ...? Write the word on the board.
2. Say the chant from the last lesson. Pupils join in.
Kite fly
In the sky.
Kite fly
Oh so high.
3. Tell pupils that today we are going to say and write words with the letter 'Kk'.

Introduction to the New Material (10 minutes)

1. **Ask:** What are the letters? Point to letters Aa - Kk on the alphabet strip or on the board. Pupils say the name of each letter.
2. **Ask:** What is the sound of the letters? Point to letters Aa - Kk on the alphabet strip or on the board. Pupils make the sound of each letter. If they don't know, say the sounds. Pupils repeat.
3. Point to the letter 'Kk' again. Say the sound. Pupils repeat. Help pupils if they have a problem with pronunciation.
4. Tell pupils that you will say a word. If the word begins with the sound /k/, they must clap. If the word begins with a different letter, they must not clap.
5. **Say:** leaf. Pupils stand still.
Say: kite. Pupils clap.
6. Repeat with these words: fly, key, low, bird, keep, slow, kind, sky, kitchen, king.
7. Say the words beginning with 'Kk' again: kite, key, keep, kind, kitchen, king.
Pupils repeat each word 3 times.

Guided Practice (8 minutes)

1. **Say:** I will point to a word. If the word begins with the letter 'Kk' you must clap. If the word begins with a different letter, you must not clap.
2. Point to the word 'leaf'. Do not say the word. Pupils do not clap. Rub out the word. Point to the word 'kite'. Do not say the word. Pupils clap. Draw a circle around the word.

3. Continue with all the words on the board.
4. Point to one of the words beginning with the letter 'Kk' (e.g. kite). Guide pupils to read the word slowly: k-i-t-e.
5. Repeat step 4 with the other 'Kk' words on the board: key, keep, kind, kitchen, king.
6. Point to all the 'Kk' words on the board. Say each word. Pupils repeat each word 2 times.
7. Check pupils understand what the words mean.

Independent Practice (10 minutes)

1. Write an upper case 'K' on the board. Explain how to write it.
Write a lower case 'k' on the board. Explain how to write it.
Say: Write each letter 3 times.
2. **Say:** Write 2 - 3 words beginning with the letter. They can choose the words. Draw a picture of the words.
3. Call on 1 boy and 1 girl to show you their writing. Talk about their work.
Examples: That's good writing. Can you say the word?

Closing (3 minutes)




1. **Say:** Now you know words with the letter 'k'.
2. **Ask:** Can you say some words with the letter 'k'? Pupils say some words.

[CHANT: KITE FLY]

From RAISES, Class 2 Teacher's guide, Page 14.

Kite fly
In the sky.
Kite fly
Oh so high.

Lesson Title: Present continuous verbs	Theme: Oral work Letter work: Kk	
Lesson Number: L-02-060	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to answer questions in writing using the present continuous verbs about things happening in their lives.</p>		<p>Teaching Aids Pictures or drawings of a smiling girl flying a kite, a tree, a leaf falling from the tree to the ground, a bird flying in the sky, and the sun</p>		<p>Preparation Display pictures or drawings of a smiling girl flying a kite, a tree, a leaf falling from the tree to the ground, a bird flying in the sky, and the sun.</p>
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Opening (3 minutes)

1. Greet the class. **Say:** Today is... ? Write the word on the board.
2. Point to the picture on the board. **Ask:** What can you see? Guide pupils to answer.
(Answer: girl, kite, tree, leaf, bird, sun)
3. Tell pupils that today we are going to talk and write about the picture.

Introduction to the New Material (10 minutes)

1. Point to the girl. **Say:** Look at the girl. She's flying a kite. She's smiling. Do the action of smiling.
2. Point to the bird.
Say: Look at the bird. It's flying. Do the action of a bird flying.
3. Point to the leaf.
Say: Look at the leaf. It's falling. Move your hands from high to low.
4. Point to the tree.
Say: Look at the tree. It's swaying. Do the action of a tree swaying.
5. Point to the sun.
Say: Look at the sun. It's shining.
6. Point to the girl's happy face.
Say: She's smiling.
7. Point to the bird again.
Say: It's flying. Pupils repeat 2 times and do the actions.
8. Point to the leaf again.
Say: It's falling. Pupils repeat 2 times and do the actions.
9. Point to the tree again.
Say: It's swaying. Pupils repeat 2 times and do the actions.
10. Point to the sun again.
Say: It's shining. Pupils repeat 2 times.
11. Point to the girl's face.
Ask: What is she doing? (Answer: She's smiling)
12. Point to the following pictures and ask pupils what it is doing:
the bird (Answer: flying), the tree (Answer: swaying), the sun (Answer: shining)

Guided Practice (8 minutes)

1. Point to the leaf.
Say: Is it shining? (Answer: No, it is falling.)
Write: 'falling' on the board.
2. Point to the tree.
Say: Is it smiling? (Answer: No, it is swaying.)
Write: 'swaying' on the board.
3. Point to the girl's face.
Say: She's swaying. (Answer: No, she is smiling.)
Write: 'smiling' on the board.
4. Point to the sun.
Say: Is it flying. (Answer: No! It's shining.)
Write: 'shining' on the board.
5. Point to the bird.
Say: It's falling. (Answer: No! It's flying.)
Write: 'flying' on the board.

Independent Practice (10 minutes)

1. Point to the bird.
Ask: What is it doing? Pupils say: It is flying.
Say: Write the word 'flying' in your exercise books. Give pupils time to write the word.
2. Repeat step 2 with more objects: sun, girl's face, leaf, tree.
3. **Say:** Can you draw pictures of the words? Give pupils time to draw their pictures.
4. Call on 1 boy and 1 girl to show you their pictures. Talk about the picture.
Examples: What can you see? Your writing is very good.

Closing (4 minutes)

1. Tell pupils that they can now talk about things happening around them.
2. Tell the class to stand up. **Say:** Let's fly like a bird. Pupils do the action of flying like a bird.
3. Repeat step 2 with: sway like a tree, fall like a leaf, smile.

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