



THE PRESIDENT'S  
**RECOVERY**  
PRIORITIES

Education

Ministry of  
Education,  
Science and  
Technology

Lesson plans for

# PRIMARY *Language* ARTS

**2**  
CLASS

**2**  
TERM



## 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

<b>Lesson Title:</b> Tiny Tale: 'Legs'	<b>Theme:</b> Predictions	
<b>Lesson Number:</b> L-02-061	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to co-write and discuss the Tiny Tale 'Legs'.</p>		<p><b>Teaching Aids</b> Tiny Tale 'Legs' at the end of the plan</p>		<p><b>Preparation</b> Write the Tiny Tale 'Legs', at the end of the plan, on the board.</p>
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**Note:** In this lesson, pupils talk about their legs. Some pupils may have a disability. Be positive, and talk about the things that they can do.

**Opening** (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Point to your hand. **Ask:** What is this? Pupils say: Hand.
3. Point to your finger. **Ask:** What is this? Pupils say: Finger.
4. Point to different body parts (e.g. hair, eye, nose, mouth, ear, chin, neck, leg).  
**Ask:** What is this? Pupils respond.
5. Tell pupils that today we are going to talk about what our bodies can do.

**Introduction to the New Material** (12 minutes)

1. Explain that our bodies help us. Talk about some of the things your hands can do. (Example: Wash your face, put your clothes on, eat, turn the pages of a book, write on the board.)
2. **Say:** Think about how your legs can help you. What can your legs do? For each idea, write the important word on the board (e.g. a pupil says 'I can walk to school.' Write 'walk' on the board). As you write, say the sounds of the letters: w-a-l-k.
3. Continue until you have 6 - 8 ideas on the board (e.g. run, jump, kick, climb, skip, hop).
4. Read the tiny tale 'Legs' (at end of lesson). When you reach a gap, stop reading and write one of the best words from the board in the gap (e.g. I can walk.)
5. When the gaps are completed, read the tiny tale.

**Guided Practice** (7 minutes)

1. Begin reading the Tiny Tale again. Stop reading before each gap. Pupils read and say the words in the gaps (e.g. walk, run, climb).
2. Repeat reading the Tiny Tale until pupils can read the words.
3. **Say:** Class, you say the Tiny Tale. Guide pupils to read the Tiny Tale together. Point to the words on the board as they read.

**Independent Practice** (10 minutes)

1. Tell pupils to draw a picture or pictures from the tiny tale. Give pupils 4 minutes to draw their pictures.
2. Tell pupils to write one or more of the words from the tale next to the picture. Confident pupils can invent spellings for different words. Give pupils 4 minutes to write their words.

3. Ask for 2 volunteers (1 boy and 1 girl) to show the class their picture. Talk about the picture with the whole class for 1 minute.

Examples:

- I like your picture.
  - Your legs are very strong. Raise your hand if you have strong legs.
  - Raise your hand if you can climb a tree.
4. Ask all children to hold up their work for you to see.

**Closing** (3 minutes)

1. **Say:** Let's read the tale together.
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: LEGS*]

from RAISES, Class 2 Teacher's Guide, Page 14.

My legs help me.

My legs can \_\_\_\_\_.

My legs can \_\_\_\_\_.

My legs can \_\_\_\_\_.

I like the things my legs can do.

<b>Lesson Title:</b> Letter Ll	<b>Theme:</b> Predictions Letter work: Ll	
<b>Lesson Number:</b> L-02-062	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use letter sounds to read, write and illustrate 'Ll' words.</p>	 <p><b>Teaching Aids</b> 1. Story 'The Lizard's Tongue: Part 1' at the end of the plan 2. The alphabet</p>	 <p><b>Preparation</b> 1. Write the story 'The Lizard's Tongue: Part 1', 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). 3. Write these words on the board: tree, lizard, bug, leaf, tongue, love, little, far, long, low, short, catch.</p>
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### Opening (4 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Point to the letter 'Ll' on the alphabet strip or write the letter 'Ll' on the board.  
**Ask:** What is this letter? Pupils say the name of the letter.
3. **Ask:** What is the sound of this letter? Pupils make the sound of the letter.  
If they don't know, say the sound. Pupils repeat.
4. Ask pupils to say some words which begin with the sound /l/.  
Guide pupils to say some words (e.g., leg, lizard, learn, like).
5. Tell pupils that today we are going to say and write words with the letter 'Ll'.

### Introduction to the New Material (10 minutes)

1. Tell pupils that you will tell them a story.  
**Say:** The story has some words beginning with the letter 'Ll'.  
**Say:** When you hear a word with the letter 'Ll', you must raise your hand.
2. Tell the story, *The Lizard's Tongue* (at end of lesson plan) slowly and clearly. As you tell the story, emphasise words beginning with the letter 'Ll'. Pupils raise their hands each time they hear a word beginning with the letter 'Ll'. If pupils don't hear the words, repeat them.
3. **Ask:** Can you say words from the story with the letter 'Ll'? (Answers: lizard, leaf, love, little, long)
4. Read the story again.

### Guided Practice (8 minutes)

1. **Say:** I will point to a word on the board.
2. **Say:** If the word begins with the letter 'Ll' you must raise your hand.  
If the word begins with a different letter, you should *not* raise your hand.
3. Point to the word 'tree'. Do not say the word. Pupils do not raise their hands. Rub out the word.
4. Point to the word 'lizard'. Do not say the word. Pupils raise their hands. Draw a circle around the word.
5. Continue with all the words on the board.
6. Point to one of the words beginning with the letter 'Ll' (e.g. lizard).  
Guide pupils to read the word slowly: l-i-z-a-r-d.

7. Point to each 'Ll' word on the board and guide pupils to read them slowly: leaf (l-e-a-f), love, little, long, low.
8. Point to all the 'Ll' words on the board. Say each word. Pupils repeat each word 2 times while pointing at it.
9. Check pupils understand what the words mean. Explain the words.

**Independent Practice** (10 minutes)

1. Write an uppercase 'L' on the board. Explain how to make the shapes of the letter.
2. Write a lowercase 'l' on the board. Explain how to make the shapes of the letter.
3. **Say:** Write each letter 3 times.
4. **Say:** Write 2 or 3 words beginning with the letter 'Ll'.  
They can choose the words. Give pupils 4 minutes to write their words.  
**Say:** Draw a picture of the word next to it. Give pupils 3 minutes to draw their pictures.
5. Ask for 2 volunteers (1 boy and 1 girl) to show the class their writing. Talk about their work with the class for 1 minute.  
Examples: That's good writing. Can we say the word together?
6. Ask all children to hold up their work for you to see.

**Closing** (3 minutes)

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

[*STORY: THE LIZARD'S TONGUE – PART 1*]

by Kim Ashmore

The lizard is sitting in a tree. He can see a bug on a leaf. 'Mmm. I love bugs,' says the lizard. He sticks out his little tongue. Oh no! The bug's too far! The lizard's tongue is very short. He can't catch the bug. 'I want a long tongue,' says the lizard.

<b>Lesson Title:</b> Making predictions	<b>Theme:</b> Predictions	
<b>Lesson Number:</b> L-02-063	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to tell what might happen next in a story read aloud.</p>	 <p><b>Teaching Aids</b> 1. Story 'The Lizard's Tongue: Part 1' at the end of the plan 2. Story 'The Lizard's Tongue: Part 2' at the end of the plan 3. A leaf and a stick. 4. Picture or drawing of a lizard</p>	 <p><b>Preparation</b> 1. Write the story 'The Lizard's Tongue: Part 1' and 'The Lizard's Tongue: Part 2', at the end of the plan, on the board. 2. Gather a leaf and a stick. 3. Display a picture or drawing of a lizard on the board. 4. Write these words on the board: long, far, little, heavy, happy, short, near, big, light, sad.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. **Say:** Think about the story from last lesson. Can you remember any words from the story?  
Pupils say the words they can remember.
3. Tell pupils that today we are going to listen to the next part of the story.

### Introduction to the New Material (10 minutes)

1. Point to the lizard on the board.
2. Read *Part 1* of the story (from 'The lizard is sitting in a tree' to 'I want a long tongue'.) out loud to the pupils. Read the story slowly and clearly.
3. Explain the words as you read it. Use actions (e.g. stick out, short, far, long), draw pictures (e.g. tree, bug, leaf, tongue) or point to objects (e.g. leaf).  
Ask pupils to say what the lines mean to check understanding.
4. Read *Part 1* of the story again.
5. Ask these questions to the whole class:
  - Is the lizard little or big? (Answer: little)
  - Is the lizard's tongue long or short? (Answer: short)
  - Does the lizard want a long tongue or a short tongue? (Answer: long)

### Guided Practice (10 minutes)

1. **Say:** The lizard sees something in the tree. What does he see? Ask pupils to raise their hand and encourage them to guess. Ask 4 volunteers (2 boys and 2 girls) to share their guess.  
**Say:** He sees a stick.
2. **Ask:** Is the stick light or heavy? Do actions for the words 'light' and 'heavy'. Pupils guess.  
**Say:** It's a heavy stick.
3. **Ask:** What does he do with the stick? Ask pupils to raise their hand and encourage them to guess. Ask 4 volunteers (2 boys and 2 girls) to share their guess.  
**Say:** He ties the stick to his tongue. Do the action, or explain the action.  
**Ask:** What happens next? Ask pupils to raise their hand and encourage them to guess. Ask 4

volunteers (2 boys and 2 girls) to share their guess.

**Say:** The heavy stick falls to the ground. Do the action.

4. **Ask:** Is the lizard's tongue long or short now? Pupils answer: long.

**Say:** Now the lizard has a long tongue.

5. **Ask:** Is he happy or sad? Pupils say: happy.

**Say:** He's very happy.

6. Read *Part 2* of the story again out loud (from 'The lizard sees something in the tree' to 'He's very happy').

### **Independent Practice** (10 minutes)

1. Point to the word 'long' on the board. Do an action for the word.

**Ask:** What is the opposite? (Opposite: short). Draw a line between the two words.

2. Repeat with these words: far (Opposite: near), little (Opposite: big), heavy (Opposite: light), happy (Opposite: sad).

3. **Say:** I will do an action for one of the words (e.g. heavy).

**Say:** When I do the action, you say the word for the opposite (e.g. light).

4. Do actions for more of the words on the board. Pupils say the opposite for each word.

5. Ask for 6 volunteers (3 boys and 3 girls) to do the actions. Pupils say the opposites.

### **Closing** (2 minutes)

1. **Ask:** Did you like the story? Raise your hands. Pupils raise their hands.

2. **Say:** Very good. It was a good story.

### [STORY: THE LIZARD'S TONGUE – PART 1]

by Kim Ashmore

The lizard is sitting in a tree. He can see a bug on a leaf. 'Mmm. I love bugs,' says the lizard. He sticks out his little tongue. Oh no! The bug's too far! The lizard's tongue is very short. He can't catch the bug. 'I want a long tongue,' says the lizard.

### [STORY: THE LIZARD'S TONGUE – PART 2]

by Kim Ashmore

The lizard sees something in the tree. It's a heavy stick. He ties the stick to his tongue. The heavy stick falls to the ground. Now the lizard has a long tongue. He's very happy.

<b>Lesson Title:</b> Writing a Tiny Tale	<b>Theme:</b> Predictions	
<b>Lesson Number:</b> L-02-064	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and write our Tiny Tale in their exercise books.</p>		<p><b>Teaching Aids</b> Tiny Tale 'Legs' at the end of the plan</p>		<p><b>Preparation</b> Write the Tiny Tale 'Legs', at the end of the plan, on the board.</p>
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**Note:** In this lesson, pupils talk about their legs. Some pupils may have a disability. Be positive, and talk about the things that they can do.

### Opening (4 minutes)

- Greet the class. **Say:** Today is ...? Write the day on the board.
- Say:** I will say a word. You must say the opposite.  
**Say:** long. Pupils say: short.  
**Say:** heavy. Pupils say: light.  
**Say:** far. Pupils say: near.  
**Say:** happy. Pupils say: sad.
- Tell pupils that today we are going to read and write a tale.

### Introduction to the New Material (10 minutes)

- Above the Tiny Tale, write this question on the board: What can your legs do? Say the words as you write it. Check pupils understand what it means.
- Say:** This is a question. Point to the uppercase letter 'W'.  
**Say:** Questions begin with an uppercase letter.
- Point to the question mark (?) at the end of the question.  
**Say:** Questions end with a question mark.
- Read the first line of the tale out loud. **Say:** My legs help me.  
Ask pupils to raise their hand to explain what it means.
- Point to the first letter of the line (M).  
**Say:** Sentences begin with an uppercase letter.
- Point to the full stop at the end of the line.  
**Say:** Sentences end with a full stop.
- Read the second line of the tale out loud. **Say:** My legs can ...
- Ask:** What is the word? Pupils say the word that you wrote in the gap in a previous lesson (e.g. walk).  
**Ask:** What is the first letter? Pupils answer (e.g. 'w').  
**Ask:** What is the next letter? Guide pupils to spell the word. Write the word in the gap.
- Continue reading and filling in the words with the class for the third and fourth lines of the tale.
- Read the final line of the tale out loud. **Say:** I like the things my legs can do. Ask pupils to explain what that means.
- Read the tale. Read slowly and clearly. Point to the words as you read.

### **Guided Practice** (5 minutes)

1. **Say:** Class, you read the tale. Guide pupils to read the Tiny Tale together. Point to the words on the board.
2. Divide the class into 2 halves: left and right.
3. Point to the left hand side of the class.  
**Say:** Read the tale, please. Check pronunciation.
4. Point to the right hand side of the class.  
**Say:** Read the tale, please. Check pronunciation.

### **Independent Practice** (14 minutes)

1. **Say:** Write the tale in your exercise books. Some pupils may write 1-2 lines, other pupils may write more.
2. **Say:** Put an upper case letter at the beginning of each line, and a full stop at the end of each line. Give the pupils 10 minutes to write their tale.
3. Ask for 2 volunteers (1 boy and 1 girl) to show the class their writing. Talk about their work for 1 minute with the class.

Examples:

- I can see a capital letter and a full stop. Does your work have an upper case letter and a full stop?
  - That's very good.
  - Can we say this word together?
4. Ask the pupils to hold up their work for you to see.

### **Closing** (2 minutes)

1. **Say:** Touch your legs. Pupils touch their legs.
2. **Say:** Let's say 'thank you' to our legs. 1, 2, 3 -- Thank you, legs!
3. **Say:** Well done.

[TINY TALE: LEGS]

from RAISES, Class 2 Teacher's Guide, Page 14.

My legs help me.

My legs can \_\_\_\_\_.

My legs can \_\_\_\_\_.

My legs can \_\_\_\_\_.

I like the things my legs can do.

<b>Lesson Title:</b> Sentence about yourself	<b>Theme:</b> Predictions	
<b>Lesson Number:</b> L-02-065	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw and label a picture of themselves with a short sentence.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
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**Note:** In this lesson, pupils talk about their feet. Some pupils may have a disability. Be positive, and talk about the things that they can do.

### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Begin drawing a big foot on the board. **Ask:** What is this? Pupils say: foot.
3. **Say:** Today we are writing about our feet.

### Introduction to the New Material (10 minutes)

1. Point to the foot on the board. **Say:** This is my ...? Pupils say: foot.
2. **Ask:** What is the first letter of foot? Pupils say 'f'.  
**Ask:** What's the next letter? Guide pupils to spell the word 'foot'.  
Write 'foot' on the board.
3. **Ask:** Is my foot big or small? Pupils say: big.
4. Draw an ankle on the foot. **Say:** This is my ...?  
Guide pupils to say: 'ankle' and spell the word as you write it on the board.
5. Point to the toes. **Say:** These are my ...? Guide pupils to say: 'toes'.
6. **Ask:** What is the first letter of toes? Pupils say 't'.  
**Ask:** What is the next letter? Guide pupils to spell the word 'toes'.  
Write 'toes' on the board.
7. **Ask:** Are my toes long or short? Pupils say: long.
8. Draw long nails on the toes. Guide pupils to say: 'nails' and spell the word as you **write** it on the board.
9. Point to these words: foot, ankle, toes, nails. Say each word. Pupils repeat each word 3 times.

### Guided Practice (8 minutes)

1. Write: 'This is my \_\_\_\_.' on the board. Say the words as you write. Point to the gap.  
**Ask:** What is the word? Pupils say: foot.
2. Write: 'My foot is \_\_\_\_.' Say the words as you write. Point to the gap.  
**Ask:** What is the word? Pupils say: big.  
**Ask:** What is the opposite? Pupils say: little, small. Explain that pupils can also use 'little' or 'small' here.
3. Write: 'These are my \_\_\_\_.' Say the words as you write. Point to the gap.  
**Ask:** What is the word? Pupils say: toes.

4. Write: 'My toes are \_\_\_\_.' Say the words as you write. Point to the gap.  
**Ask:** What is the word? Pupils say: long. **Ask:** What is the opposite? Pupils say: short.  
Explain that pupils can also use 'short' here.
5. Point to one of the sentences. Point to the capital letter. **Say:** Sentences begin with a capital letter. Point to the full stop. **Say:** Sentences end with a full stop.

### **Independent Practice** (10 minutes)

1. **Say:** Draw a foot. Write the names of the parts of the foot on the picture. Write a sentence. Remember to start with a capital letter and end with a full stop.  
Pupils can choose one of the sentences on the board. Confident pupils can write more than one sentence. Give the pupils 8 minutes to draw their picture and write their sentence.
2. Ask 2 volunteers (1 boy and 1 girl) to show the class their picture and sentence. Talk about their work with the class for 1 minute.

Examples:

- Look at this foot!
- Is it big or little?
- I can see a full stop. Does your sentence have a full stop?
- Good, you have remembered a capital letter. Have you remembered a capital letter?
- Very good.

3. Ask the pupils to hold up their work for you to see.

### **Closing** (4 minutes)

1. Tell pupils to stand up. **Say:** Listen to what I say and do the actions.  
Say these instructions:
  - Touch your left foot.
  - Touch your right foot.
  - Raise your left foot.
  - Raise your right foot.
2. **Ask:** What can your feet do? Ask 4 volunteers (2 boys and 2 girls) to respond.
3. **Say:** Very good.

<b>Lesson Title:</b> Poem: 'Mangoes, One, Two, Three'	<b>Theme:</b> Description	
<b>Lesson Number:</b> L-02-066	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and discuss the poem 'Mangoes, One, Two, Three'.</p>	 <p><b>Teaching Aids</b> 1. Poem 'Mangoes, One, Two, Three' at the end of the plan 2. A tray and 3 mangoes</p>	 <p><b>Preparation</b> 1. Write the poem 'Mangoes, One, Two, Three', at the end of the plan, on the board. 2. Find a tray and bring in some mangoes, or draw them on the board.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Point to the 3 mangoes on a tray, or draw 3 mangoes on the board.  
**Ask:** What are these? (Answer: mangoes)  
**Ask:** How many are there? (Answer: three)
3. **Say:** Today we are going to read a poem.

### Introduction to the New Material (10 minutes)

1. Read the poem. Read slowly and clearly. Point to the words as you read.
2. Explain the words as you read it. Draw pictures or use real objects (e.g. mango, tray) or explain the words (e.g. morning, before, noontime, evening, empties).
3. After each verse take one of the mangoes off the tray, or rub out one of the mangoes on the board.
4. Ask pupils to volunteer to explain what the lines of the poem mean to check understanding.
5. Tell pupils to hold up three fingers.
6. Read the poem again. After each verse, pupils lower one of their three fingers.
7. Tell pupils to hold up three fingers again. Read the poem again. Encourage pupils to join in.

### Guided Practice (10 minutes)

1. **Say:** Close your eyes. Imagine that there is a tray on the table. The tray is full of juicy fruit. Give pupils some seconds to imagine.
2. **Say:** Open your eyes.  
**Ask:** What fruit is on your tray? Pupils say the names of different fruits. Choose one (e.g. pineapple).
3. Say the poem again, this time, say the word 'pineapples' instead of 'mangoes'.  
Example: Three big pineapples  
Waiting on a tray ...
4. Repeat the poem with another fruit.

### Independent Practice (10 minutes)

1. **Say:** Make a pair with a person sitting near you. Give them one minute to make pairs.

2. **Say:** Read the poem in pairs. You can read it together, or you can take turns to read the lines.  
You can read the poem with the word 'mango' or you can choose another fruit.  
Give the pupils 8 minutes to read the poem with their partner.
3. Ask 1 pair to volunteer 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: MANGOES, ONE, TWO, THREE*]

from RAISES, Class 2 Reader, Page 7.

Three big mangoes

Waiting on a tray.

One in the morning

Before I play.

Two big mangoes

Waiting on a tray.

One at noontime

Before I play.

One big mango

Waiting on a tray.

One in the evening

Empties the tray.

<b>Lesson Title:</b> Rhyming words	<b>Theme:</b> Description	
<b>Lesson Number:</b> L-02-067	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write 1-2 syllable rhyming words.</p>	 <p><b>Teaching Aids</b> Poem 'Mangoes, One, Two, Three' at the end of the plan.</p>	 <p><b>Preparation</b> 1. Write the poem 'Mangoes, One, Two, Three', at the end of the plan, on the board. 2. Write these words on the board: big, run, jump, hot, low, like.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. **Say:** Three big mangoes waiting on a tray, one in the morning before I ...? Pupils say: play.
3. Explain that 'tray' and 'play' are rhyming words.
4. At the beginning the sounds are different ('pl' and 'tr') but then the words have the same sound at the end, (ay).
5. **Say:** Today we are going to say and write some rhyming words.

### Introduction to the New Material (12 minutes)

1. Point to the word 'big' on the board. **Ask:** Can you say the word? Point to the letters.  
**Say:** b-i-g, big. Pupils say: b-i-g, 'big'.
2. Write 'dig' next to 'big'. **Ask:** Can you say the word? Point to the letters.  
**Say:** d-i-g, dig. Pupils say: d-i-g, 'dig'.
3. Write 'fig' next to 'dig'. **Ask:** Can you say the word? Point to the letters.  
**Say:** f-i-g, fig. Pupils say: f-i-g, 'fig'.
4. Point to the words: big, dig, fig. Say the words loudly and clearly. Pupils repeat.  
Check pronunciation. Rhyming words should sound the same. Check pupils know what the words mean.
5. Point to each word on the board and read slowly with the pupils. Identify words that rhyme with each word. Examples:
  - Run, fun, sun
  - Jump, bump, dump
  - Hot, got, pot
  - Low, blow, slow
  - Like, bike, hike

### Guided Practice (8 minutes)

1. Ask pupils to listen carefully, then repeat the sentences after you.
2. **Say:** Look at the big fig! Pupils repeat 3 times. First slowly, then quickly.
3. **Say:** Fun in the sun! Pupils repeat 3 times. First together, then girls, then boys.
4. **Say:** Let's jump and bump! Pupils repeat 3 times. First quietly, then loudly.
5. **Say:** I've got a hot pot! Pupils repeat 3 times. First together, then boys, then girls.
6. **Say:** Slow and low! Pupils repeat 3 times. First in a normal voice, then in a slow, low voice.

7. **Say:** I like my bike! Pupils repeat 3 times. First quietly, then loudly.

**Independent Practice** (10 minutes)

1. **Say:** Write some of the rhyming words. Give pupils 8 minutes to write their words.  
They can choose the words they write. Confident pupils can write more rhyming words.
2. Ask 2 volunteers (1 girl and 1 boy) to show the class their writing. Talk about their work with the class.  
Example: Can we say these words together?
3. Ask the pupils to hold up their work for you to see.

**Closing** (2 minutes)

1. **Say:** I will say a word, raise your hand if you can say a rhyming word.
2. Say a word. (e.g. big). Select 4 volunteers to say a rhyming word. (e.g. dig)

[*POEM: MANGOES, ONE, TWO, THREE*]

from RAISES, Class 2 Reader, Page 7.

Three big mangoes

Waiting on a tray,

One in the morning

Before I play.

Two big mangoes

Waiting on a tray,

One at noontime

Before I play.

One big mango

Waiting on a tray,

One in the evening

Empties the tray.

<b>Lesson Title:</b> Letter: Mm	<b>Theme:</b> Description Letter work: Mm	
<b>Lesson Number:</b> L-02-068	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use letter sounds to read, write and illustrate 'Mm' words.</p>	 <p><b>Teaching Aids</b> The alphabet</p>	 <p><b>Preparation</b> 1. Write the alphabet at the top of the board (or use an alphabet strip). 2. Write these words on the board: mango, tray, empty, mother, big, market, evening, mosque, mouth, play, morning, afternoon.</p>
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### Opening (4 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. **Ask:** What are these letters? Point to letters Aa-Mm on the alphabet strip or the board. Pupils say the names of the letters as you point to them.
3. **Say:** Today we are going to read and write words with the letter 'Mm'.

### Introduction to the New Material (10 minutes)

1. Point to 'Aa' on the alphabet strip or the board. Point to the upper case 'A'.  
**Say:** This is an upper case letter. When do we use upper case letters?  
(Answer: At the beginning of names and places, and at the beginning of sentences.)
2. Point to the lower case 'a'.  
**Say:** This is a lower case 'a'. Explain that we use the lower case letter the rest of the time.
3. **Say:** Use your finger to write an upper case 'A' on your hands.  
Do the action of writing on the palm of your hand with your finger. Give pupils a few seconds, then point to the upper case 'A'
4. Point to the letter 'Bb'. **Say:** Write a lower case 'b' on your hands with your finger.  
Give pupils a few seconds, then point to a lower case 'b'.
5. Guide the pupils through the letters Cc to Mm, writing them on their hands with their fingers.  
Sometimes ask pupils to draw upper case letters, sometimes ask them to draw lower case letters.

### Guided Practice (8 minutes)

1. **Say:** Please stand up.
2. **Say:** I will point to a word on the board. If the word begins with the letter 'Mm,' you must march at your desk. (Do the action of marching)  
**Say:** If the word begins with a different letter, you must stand still.
3. Point to the word 'mango'. Do not say the word. Pupils march. Draw a circle around the word.
4. Point to the word 'tray'. Do not say the word. Pupils stand still. Rub out the word.
5. Continue with all the words on the board.
6. Point to one of the words beginning with the letter 'Mm' (e.g. mango).  
Guide pupils to read the word slowly: m-a-n-g-o.

7. Guide pupils to slowly read the other 'Mm' words on the board: mother, market, mosque, mouth, morning.
8. Point to all the 'Mm' words on the board. Say each word. Pupils repeat each word 2 times.
9. Check pupils understand what the words mean.

**Independent Practice** (10 minutes)

1. **Say:** Write an upper case 'M' and lower case 'm' 3 times.  
**Say:** Write 2 - 3 words beginning with the letter. You can choose the words.  
Give the pupils 4 minutes to write the words  
**Say:** Draw a picture of the word next to it. Give the pupils 4 minutes to draw the pictures.
2. Ask for 2 volunteers (1 boy and 1 girl) to show the class their writing. Talk about their work as a class.  
Examples:
  - That's good writing.
  - Can we say the word together?
  - Put your hands on your head if you wrote the same word.
  - Point to your upper case 'M'.

**Closing** (3 minutes)

1. **Say:** Now you know words with the letter 'm'.
2. **Ask:** Can you say some words with the letter 'm'? Pupils raise their hands and say some words.

<b>Lesson Title:</b> Present continuous verbs	<b>Theme:</b> Description	
<b>Lesson Number:</b> L-02-069	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to answer questions using present continuous verbs.</p>		<p><b>Teaching Aids</b> A ball</p>		<p><b>Preparation</b> Find a ball.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Talk to pupils about playing. Ask questions.  
Examples:
  - When do you play with your friends?
  - What games do you play?
3. **Say:** Today we will answer some questions about what we are doing.

### Introduction to the New Material (10 minutes)

1. Do the action of kicking a football. **Ask:** What am I doing? Guide pupils to say 'kicking a football'.  
**Say:** I'm kicking a football. Write: 'I'm kicking ...' on the board.
2. Do the actions for these verbs and write the phrases on the board:
  - Jumping
  - Rolling a hoop
  - Flying a kite
  - Swimming
  - Singing
3. Point to the phrases on the board. Say each phrase (e.g. I'm kicking a football). Pupils repeat each phrase. Check pronunciation.

### Guided Practice (10 minutes)

1. **Say:** Please stand up. I will point to a phrase. You must do the action.
2. Point to one of the phrases on the board (e.g. I'm kicking ...). Pupils do the action of kicking a football.
3. Ask for a volunteer. Throw a ball to the volunteer.  
**Ask:** What are you doing?  
Guide pupil to say: I'm kicking a football.  
Tell the pupil to throw the ball back to you.
4. Throw the ball to another volunteer alternating between boys and girls.  
**Ask:** What are you doing? Pupil says: I'm jumping over a rock.  
Tell the pupil to throw the ball back to you.
5. Point to another phrase on the board (e.g. I'm flying ...). Pupils do the action of flying a kite.  
Throw a ball to one of the pupils. **Ask:** What are you doing?  
Guide pupil to say: I'm flying a kite.  
Tell the pupil to throw the ball back to you.

6. Throw the ball to another volunteer alternating between boys and girls.  
**Ask:** What are you doing? Pupil says: I'm swimming.  
Tell the pupil to throw the ball back to you.
7. Continue with more phrases.

**Independent Practice** (10 minutes)

1. Write: What are you doing? Say the question. Pupils repeat.
2. Ask for 2 volunteers (1 boy and 1 girl) to come to the front of the class.  
Tell pupil 'A' to do one of the actions on the board (e.g. swimming).  
Pupil B **asks:** What are you doing?  
Pupil A **says:** I'm swimming.
3. Tell pupil 'B' to do one of the actions on the board (e.g. jumping).  
Pupil A **asks:** What are you doing?  
Pupil B **says:** I'm jumping.
4. Tell pupils to make pairs. Give them 1 minute to make pairs.
5. Tell pupils to do the activity in pairs.  
Pupil A does an action.  
Pupil B asks the question.  
Pupil A answers.  
Then change over and repeat with Pupil B doing the action. Give pupils 8 minutes to talk about playing with their partner.
6. Walk around to ensure all pupils are working well.

**Closing** (2 minutes)

1. **Say:** Now you can talk about playing.
2. **Say:** Well done.

<b>Lesson Title:</b> Colour words	<b>Theme:</b> Description	
<b>Lesson Number:</b> L-02-070	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use colour words to describe objects such as mangoes.</p>		<p><b>Teaching Aids</b> Fruits</p>		<p><b>Preparation</b> Bring in different fruits.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Write the letter 'm' on the board. **Say:** Can you remember a word that begins with letter 'm'? Pupils guess and say some words. Guide pupils to say 'mango'. Write 'mango' on the board.
3. **Say:** Today we are going to describe objects using colour words.

### Introduction to the New Material (12 minutes)

1. Point to the word 'mango'.  
**Ask:** What colour is a mango? Pupils say the colour (e.g. yellow, red, green).
  - Ask more questions about the fruit. Use actions or explain words.
  - Is the fruit sweet or sour?
  - Is it juicy?
  - Is it big or small?
  - Is it long? Is it round?
2. Ask questions about these fruit: banana, orange, guava, coconut, tomato, apple.
3. Write the adjectives on the board: red, yellow, orange, green, pink, sweet, sour, juicy, big, small, long, round.
4. Point to the adjectives. Say each word. Pupils repeat each word 2 times.  
Check that pupils understand the words.

### Guided Practice (8 minutes)

1. **Say:** Let's play a game.  
**Say:** I will describe a fruit. You must listen carefully and guess the fruit.
2. Think of a fruit (e.g. guava). Say one thing about the fruit (e.g. It's round.)  
Volunteers raise their hand and guess. If they guess correctly, they get 2 points.  
If they don't guess correctly, say another thing about the fruit (e.g. It's green and pink.)  
Volunteers raise their hand and guess. If they guess correctly, they win 1 point.  
If they don't guess correctly, say another thing about the fruit (e.g. It's juicy).  
Volunteers raise their hand and guess.
3. Play the game for 4 minutes with other fruits.
4. Ask 2 volunteers (1 boy and 1 girl) to come to the front of the class. Tell pupil A to think of a fruit and to say one thing about it (e.g. it's sweet). Pupil B guesses.  
If they are correct, they win 2 points. If they are not correct, pupil A says another thing about the fruit (e.g. it's yellow and red). Pupil B guesses.

**Independent Practice** (10 minutes)

1. Tell pupils to make pairs with someone sitting nearby. Give them 1 minute to make pairs.
2. Tell pupils to do the activity with their partner.  
Pupil A thinks of a fruit and says something about it.  
Pupil B guesses.
3. Walk around to ensure all pupils are working well.

**Closing** (2 minutes)

1. **Ask:** What is your favourite fruit?  
Pupils say: My favourite fruit is ...
2. **Say:** Very good.

<b>Lesson Title:</b> Poem: 'Sparkly Night'	<b>Theme:</b> Ordering events	
<b>Lesson Number:</b> L-02-071	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and discuss the poem 'Sparkly Night'.</p>		<p><b>Teaching Aids</b> Poem 'Sparkly Night' at the end of the plan</p>		<p><b>Preparation</b> Write the poem 'Sparkly Night', at the end of the plan, on the board.</p>
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### Opening (5 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Draw a moon on the board. **Ask** What is this? Guide pupils to say: moon.
3. Draw a star on the board. **Ask:** What is this? Guide pupils to say: star.
4. **Ask:** What do you know about the moon and the stars?  
Select 2 volunteers (1 boy and 1 girl) to share their answers.
5. **Say:** Today we are going to read and talk about the poem 'Sparkly Night'.

### Introduction to the New Material (10 minutes)

1. Read the poem. Read slowly and clearly. Point to the words as you read.
2. Explain the words as you read the poem. Use actions (e.g. dancing, singing), pictures (e.g. moon, star), or explain the meanings (e.g. shining, gathered, lovely, sparkly).
3. Ask pupils to volunteer to say what the lines mean to check understanding.
4. Read the poem again. Encourage pupils to join in.

### Guided Practice (8 minutes)

1. Ask pupils about the night in the poem. Examples:
  - Is it light?
  - Is it dark?
  - Is it scary?
  - Is it lovely?
  - Is it sparkly
2. Write: The night is \_\_\_\_\_. Read the sentence. Guide pupils to say: The night is lovely / The night is sparkly.
3. **Ask:** What is the moon doing? Guide pupils to say: The moon is shining.
4. Write: The moon is \_\_\_\_\_. Read the sentence. Guide pupils to say: The moon is shining.
5. Ask pupils about the friends in the poem. Ask: How do the friends feel? Are they happy or sad?
6. Write: The friends are \_\_\_\_\_. Read the sentence. Guide pupils to say: The friends are happy.
7. **Ask:** What are they doing? Guide pupils to say: They are dancing. They are singing.
8. Write: They are \_\_\_\_\_. Read the sentence.  
Guide pupils to say: They are dancing/They are singing.
9. **Say:** Sentences begin with an upper case letter and end with a full stop.  
Point to an upper case letter and a full stop.

### **Independent Practice** (10 minutes)

1. **Say:** Write one or more of the sentences. Fill in the gaps with words. Begin each sentence with an uppercase letter and end with a full stop. Confident pupils can write more sentences. Give the pupils 8 minutes to write their sentences.
2. Ask 2 volunteers (1 girl and 1 boy) to show the class their writing. Talk about their work with the class. Example:
  - a. Can we say these words together?
  - b. I can see a full stop, well done. Put your hands on your head if you used a full stop.
2. Ask pupils to hold up their work for you to see.

### **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.
3. **Say:** Thank you, class. Pupils say: Thank you.

[*POEM: SPARKLY NIGHT*]

from RAISES, Class 2 Reader, Page 8.

Dancing with the moon,  
Shining on the ground,  
Singing with my friends,  
Gathered all around.

Moonshine,  
Moonshine,  
Lovely light.  
Moonshine,  
Moonshine,  
Lovely night.

Starshine,  
Starshine,  
Sparkly light.  
Starshine,  
Starshine,  
Sparkly night.

Dancing with the moon,  
Shining on the ground,  
Singing with my friends,  
Gathered all around.

<b>Lesson Title:</b> Letter Nn	<b>Theme:</b> Ordering events Letter work: Nn	
<b>Lesson Number:</b> L-02-072	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use letter sounds to read, write and illustrate 'Nn' words.</p>	 <p><b>Teaching Aids</b> The alphabet</p>	 <p><b>Preparation</b> 1. Write the alphabet at the top of the board (or use an alphabet strip). 2. Write these words on the board: sparkly, night, dance, near, sing, noon, name, friend, number, lovely, nice, now.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. **Ask:** What you can see in the sky at night? Guide pupils to say 'moon' and 'stars'.
3. **Say:** Today we are going to say and write words beginning with the letter 'Nn'.

### Introduction to the New Material (12 minutes)

1. **Ask:** What are these letters? Point to the letters Aa-Nn in a different order (e.g. Ff, Bb, Mm). Pupils say the name of each letter.
2. **Ask:** What is the sound of these letters? Point to letters Aa-Nn in a different order (e.g. Cc, Kk, Aa). Pupils make the sound of each letter. If they don't know, say the sounds. Pupils repeat.
3. Point to the letter 'Nn' again. Say the sound. Pupils repeat. Help pupils if they have a problem with pronunciation.
4. **Say:** I will say a word. If the word begins with the sound /n/, you must clap. If the word begins with a different letter, you must not clap.  
**Say:** Sparkly. Pupils stand still.  
**Say:** Night. Pupils clap.
5. Repeat with these words: dance, near, sing, noon, name, friend, number, lovely, nice, now.
6. Say the words beginning with 'Nn' again: night, near, noon, name, number, nice, now. Pupils repeat each word 3 times.

### Guided Practice (8 minutes)

1. **Say:** I will point to a word on the board. If the word begins with the letter 'Nn', you must clap. If the word begins with a different letter, you must not clap.
2. Point to the word 'sparkly'. Do not say the word. Pupils do not clap. Rub out the word.
3. Point to the word 'night'. Do not say the word. Pupils clap. Draw a circle around the word.
4. Continue pointing to the words until all words have been completed.
5. Point to one of the words beginning with the letter 'Nn' (e.g. night). Guide pupils to read the word slowly: n-igh-t. Explain that the letters 'igh' make a sound like the letter 'i'. Explain that letters are sometimes silent.
6. Point to the other 'Nn' words on the board, guiding the pupils to read them slowly: near, noon, name, number, nice, now.
7. Point to all the 'Nn' words on the board. Say each word. Pupils repeat each word 2 times.

### **Independent Practice** (10 minutes)

1. Write an uppercase 'N' on the board. Explain how to make the shapes. Demonstrate.
2. Write a lowercase 'n' on the board. Explain how to make the shapes. Demonstrate.
3. **Say:** Write each letter 3 times. Write 2 - 3 words beginning with the letter 'Nn'. You can choose the words. **Say:** Draw a picture of the word next to it. Give pupils 7 minutes to write their words and draw their pictures.
4. Ask 2 volunteers (1 boy and 1 girl) to show the class their writing. Talk about their work with the class.  
Examples: That's good writing. Can we say the word together?

### **Closing** (2 minutes)

1. **Ask:** Who can tell me some words beginning with letter 'n'? Ask 4 volunteers (2 boys and 2 girls) to share their ideas.
2. **Say:** Now you know words beginning with the letter 'n'.
3. **Say:** Very good.

<b>Lesson Title:</b> Using adjectives to describe	<b>Theme:</b> Ordering events	
<b>Lesson Number:</b> L-02-073	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use three different adjectives to describe a pupil in their class.</p>	 <p><b>Teaching Aids</b> 1. Story 'My Friends' at the end of the plan 2. Drawing of a boy's and a girl's face</p>	 <p><b>Preparation</b> 1. Write the story 'My Friends', at the end of the plan, on the board. 2. Draw a boy's face, next to verse 1, on the board. 3. Draw a girl's face, next to verse 2, on the board.</p>
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**Note:** This lesson describes pupils. Make sure that all descriptions are positive.

### Opening (4 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Talk about friends. **Ask:** What is your friend like? What makes a good friend?
3. **Say:** Today we are going to talk and write about our friends.

### Introduction to the New Material (12 minutes)

1. Point to the picture of the boy's face on the board. **Say:** This is Sowa. Sowa is my friend.
2. Read the lines about Sowa. Read slowly and clearly. Point to the words as you read.  
He's very tall.  
He's fun.  
He's kind.  
He's honest.
3. Explain the words as you read. Use actions (e.g. tall) or explain the words (e.g. fun, kind, honest).
4. Ask pupils to say what the lines mean to check understanding.
5. Point to the picture of the girl's face on the board. **Say:** This is Fatmata. Fatmata is my friend.
6. Read the lines about Fatmata. Read slowly and clearly. Point to the words as you read.  
She's short.  
She's friendly.  
She's clever.  
She's very nice.
7. Explain the words as you read. Use actions (e.g., short) or explain the word (e.g. friendly, clever, nice).
8. Ask pupils to say what the lines mean to check understanding.
9. Point to the adjectives: tall, fun, kind, honest, short, friendly, clever, nice. Say the words.  
Pupils repeat each one 2 times.

### Guided Practice (6 minutes)

1. Ask 1 boy to volunteer to come to the front of the class.
2. **Say:** This is (Musa). He's my friend.  
**Write:** He's \_\_\_\_\_.  
Explain that we use the word 'he' to talk or write about a boy.

3. **Ask:** Can you say 3 sentences about (Musa)?  
Example: He's short. He's kind. He's clever.
4. Ask 1 girl to volunteer to come to the front of the class.
5. **Say:** This is (Aminata). She's my friend.  
**Write:** She's \_\_\_\_\_.  
Explain that we use the word 'she' to talk or write about a girl.
6. **Ask:** Can you say 3 sentences about (Aminata)?  
Example: She's tall. She's fun. She's friendly.

**Independent Practice** (10 minutes)

1. Ask for 2 volunteers (1 boys and 1 girls) to come to the front of the class.  
Choose one pupil in the group.  
Ask the other pupil in the group to say 3 good things about the pupil who has been chosen.  
(E.g. S/He's honest. S/He's very nice. S/He's funny)
2. **Say:** Find a partner sitting close to you. Give them one minute to make pairs.
3. **Say:** Choose a person in the group to talk about. Say 3 good things about the person.  
They can use words from the story: tall, fun, kind, honest, short, friendly, clever, nice.

**Closing** (3 minutes)

1. **Say:** Now you can talk about your friends.
2. Point to some of the adjectives in the story. Ask pupils to say what the words mean.
3. **Say:** Well done.

[STORY: MY FRIENDS]

by Kim Ashmore.

Sowa is my friend.  
He's very tall.  
He's fun.  
He's kind.  
He's honest.

Fatmata is my friend.  
She's short.  
She's friendly.  
She's clever.  
She's very nice.

<b>Lesson Title:</b> Ordering events	<b>Theme:</b> Ordering events	
<b>Lesson Number:</b> L-02-074	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to put events of their day and night in order.</p>	 <p><b>Teaching Aids</b> 1. Story 'Kumba's Day' at the end of the plan 2. Pictures or drawings of a sun rising, a sun high in the sky, the sun setting, and a moon 3. Drawing of a girl's face</p>	 <p><b>Preparation</b> 1. Write the Story 'Kumba's Day', at the end of the plan, on the board. 2. Display pictures or drawings of a sun rising, a sun high in the sky, the sun setting, and a moon on the board. 3. Draw a picture of a girl's face on the board.</p>
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### Opening (4 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. **Ask:** What did you do this morning before school? Ask 4 volunteers (2 boys and 2 girls) to share their answers.
3. **Say:** Today we are going to put the events in a story in order.

### Introduction to the New Material (10 minutes)

1. Point to the picture of the face on the board. **Say:** This is Kumba.  
**Say:** We are going to listen to a story about Kumba's day.
2. Point to the picture of the sun rising. Read the beginning of the story (from 'This morning ...' to 'She walked to school.'). Use actions to help pupils understand (e.g. wash face, brush teeth).
3. Point to the picture of the sun high in the sky. Read the next part of the story (from 'This afternoon...' to 'she played with her friends'). **Ask:** What did Kumba do in the afternoon?  
Ask 2 volunteers (1 boy and 1 girl) to share their answers.
4. Point to the picture of the sun setting.  
**Say:** This evening, she helped her mother.
5. Point to the picture of the moon.  
Read the end of the story (from 'Now it's night' to the end). Explain the words using actions (e.g. tired, sleeping, shining), or pictures (e.g. moon, stars).
6. Read the story again.

### Guided Practice (8 minutes)

1. Point to the picture of the face on the board.  
**Ask:** Who is this? (Answer: Kumba)
2. Point to the picture of the sun rising.  
**Ask:** What did Kumba do this morning?  
Guide pupils to answer by doing actions and asking more questions.  
Example: What did she wash? What did she brush? Where did she go?  
Some pupils may use the past tense to answer, but others may not. Don't worry if some pupils use the present tense at this grade.
3. Point to the picture of the sun high in the sky.

**Ask:** What did she do this afternoon? Guide pupils to answer by doing actions.

4. Point to the picture of the sun setting.

**Ask:** What did she do in the evening? Guide pupils to answer by doing actions and asking more questions (e.g. Who did she help?).

5. Point to the picture of the moon.

**Say:** Now it is night. What are the moon and the stars doing? What is Kumba doing?

6. Read the story again.

### **Independent Practice** (10 minutes)

1. Tell pupils to make pairs with a person sitting nearby. Give them one minute to make pairs.
2. **Say:** Kumba played with her friends.
3. **Ask:** Is this in the morning, the afternoon, the evening, or at night?
4. Tell pairs to work together to think of the answer. Pupils raise their hands. Choose 1 pair to answer. (Answer: afternoon)
5. Continue asking what time of day Kumba did things with sentences from the story in a different order. Example:
  - She helped her mother. (Answer: evening)
  - She brushed her teeth. (Answer: morning)
  - She's looking at the sky. (Answer: night)
6. If pupils are confident, they can say sentences from the story together.

### **Closing** (3 minutes)

1. **Ask:** What do you do at night? Ask 4 pupils (2 boys and 2 girls) to share their answers with the class. Examples:
  - Do they look at the moon and the stars?
  - Do they go to sleep?
  - Do they sing and dance?
2. **Say:** You listened to the story very well.

[*STORY: KUMBA'S DAY*]

by Kim Ashmore.

This morning, Kumba washed her face and brushed her teeth. She walked to school.

This afternoon, she played with her friends. They danced.

This evening, she helped her mother.

Now it's night. The moon and the stars are shining. Kumba is looking at the sky. She loves the night.

Kumba is tired. Now she's sleeping.

<b>Lesson Title:</b> Reading	<b>Theme:</b> Ordering events	
<b>Lesson Number:</b> L-02-075	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to track the words in 'Sparkly Night' while reading in a group and individually.</p>	 <p><b>Teaching Aids</b> Poem 'Sparkly Night' at the end of the plan</p>	 <p><b>Preparation</b> Write the Poem 'Sparkly Night', 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 day on the board.
2. **Ask:** Can you remember what the poem 'Sparkly Night' was about?
3. Ask 2 volunteers (1 boy and 1 girl) to share their ideas.
4. **Say:** Today we are going to read the poem again.

### Introduction to the New Material (10 minutes)

1. Point to the poem on the board. **Say:** The poem has 4 verses. Point to the 4 verses.
2. **Ask:** Where should you begin reading the poem? (Answer: The first word of the first line of the first verse). Put your finger below the word 'Dancing' in verse 1.
3. Read the poem. Read slowly and clearly. Point to the words as you read.
4. Ask pupils to say what the lines means.
5. Point to the word: 'moon', but don't say the word. **Say:** Say the word, please. Pupils say the word.  
If pupils have problems with pronunciation, say the word, and ask pupils to repeat.
6. Point to the following words: ground, around, light, night.  
Ask the pupils what the words say and mean.  
Explain that these are rhyming words.
7. Read the poem again. Encourage pupils to join in.

### Guided Practice (10 minutes)

1. Divide the class in half.
2. **Say:** Left side, please read verse 1.  
Point to the words. Don't say the words, but help pupils if they have problems.
3. **Say:** Right side, please read verse 2.
4. Have the groups alternate and read a verse each until the end of the poem.
5. Ask different groups to read the verses (e.g. right side of the class reads verse 1, left side of the class reads verse 2).

### Independent Practice (10 minutes)

1. Tell pupils to make pairs with a person sitting nearby. Give them one minute to make pairs.
2. **Say:** Read the poem in pairs. You can read it together, or you can take turns to read the lines individually.
3. Whilst pupils are reading move around the class listening to them read and helping them.
4. Ask 4 pairs to volunteer to read one verse each in front of the class.

**Closing** (2 minutes)

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

[*POEM: SPARKLY NIGHT*]

from RAISES, Class 2 Reader, Page 8.

Dancing with the moon  
Shining on the ground,  
Singing with my friends  
Gathered all around.

Moonshine,  
Moonshine  
Lovely light.  
Moonshine,  
Moonshine  
Lovely night.

Starshine,  
Starshine  
Sparkly light.  
Starshine,  
Starshine  
Sparkly night.

Dancing with the moon  
Shining on the ground,  
Singing with my friends  
Gathered all around.

<b>Lesson Title:</b> Tiny Tale: 'The Knife'	<b>Theme:</b> Reading and writing	
<b>Lesson Number:</b> L-02-076	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to co-write and discuss the Tiny Tale 'The Knife'.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Tiny Tale 'The Knife' at the end of the plan</li> <li>2. Picture or drawing of a knife</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the Tiny Tale 'The Knife', at the end of the plan, on the board.</li> <li>2. Display a picture or drawing of a knife.</li> </ol>
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### Opening (4 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Tell pupils that you ate okra stew yesterday. Talk about making a stew.
3. **Ask:** What ingredients are in a stew? Have 2 volunteers (1 boy and 1 girl) share their ideas.  
**Ask:** How is it cooked? Have 2 volunteers (1 boy and 1 girl) share their ideas.
4. **Say:** Today we are going to talk about preparing food.

### Introduction to the New Material (12 minutes)

1. Point to the picture of a knife.  
**Ask:** What is this? Guide pupils to say: knife.
2. **Say:** We use a knife when we prepare food. We use it to cut things.  
Do the action of the word 'cut'.  
**Ask:** Can you say some things that a knife can cut?  
For each idea, write the important word on the board (e.g. a pupil says 'My mother cuts okra.' Write 'okra' on the board). As you write, say the sounds of the letters: o-k-r-a.
3. Continue until you have 6 - 8 ideas on the board (e.g. onions, eggplants, fish, peppers, bananas, oranges).
4. Read the Tiny Tale. When you reach a gap, stop reading and write one of the best words from the board in the gap (e.g. I cut okra.)
5. When the gaps are completed, read the Tiny Tale again.

### Guided Practice (6 minutes)

1. Begin reading the Tiny Tale again. Stop reading before each gap.
2. Pupils read and say the words in the gaps (e.g. okra, onions, eggplants).
3. Continue reading the Tiny Tale until pupils can read the words.
4. **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 (or pictures) from the Tiny Tale.  
Give pupils 4 minutes to draw their pictures.
2. **Say:** Write one or more of the words from the tale next to the picture(s). Confident pupils can invent spellings for different words. Give pupils 4 minutes to write their words.
3. Ask for 2 volunteers (1 boy and 1 girl) to show the class their picture.

Talk about the picture with the class.

Examples:

- I like your picture.
- What is this?
- Put your hands on your head if you like okra stew?

**Closing** (3 minutes)

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

[*TINY TALE: THE KNIFE*]

from RAISES, Class 2 Teacher's Guide, Page 16.

Cut it with the knife.

I cut \_\_\_\_\_.

I cut \_\_\_\_\_.

I cut \_\_\_\_\_.

Cut it with the knife.

<b>Lesson Title:</b> Letters: Kn and Oo	<b>Theme:</b> Reading and writing Letter work: Kn and Oo	
<b>Lesson Number:</b> L-02-077	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able use letter sounds 'Kn' and 'Oo' to read, write and illustrate words.</p>		<p><b>Teaching Aids</b> 1. Piece of paper 2. Drawings of okra, onion, oil, orange, knife, knee, knot, and knitting</p>		<p><b>Preparation</b> 1. Find a piece of paper. 2. Draw pictures on the board: okra, onion, oil, orange, knife, knee, knot and knitting.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Point to the picture of a knife.  
**Ask:** What is this? Pupils say: knife.  
**Say:** A knife can ...? Do the action of cutting. Pupils say: cut.
3. **Say:** Today we are going to read and write words beginning with 'Kn' and 'Oo'.

### Introduction to the New Material (10 minutes)

1. Point to the picture of the word 'knit'.  
**Say:** knit. Pupils repeat 3 times.  
Help pupils if they have problems with pronunciation.
2. Point to the other pictures: knee, knot, okra, onion, oil, orange.  
Help pupils if they have problems with pronunciation.
3. **Say:** Let's play a game. Cover a picture with a piece of paper.  
**Ask:** What is this? Slowly move the paper to show the picture. Pupils guess the word.
4. Continue covering the pictures until pupils can say all the words.
5. Point to different pictures. Pupils say the words. If they can't remember, say the word again.  
Pupils repeat. Continue until pupils can say all the words.

### Guided Practice (10 minutes)

1. Point to the picture of a knife.  
**Ask:** What is this? Pupils say: knife.  
Write 'knife' on the board. Say the sounds of the letters as you write: kn-i-fe.  
Explain that the letters 'kn' at the beginning of a word sound like the letter 'Nn'.
2. Continue pointing to the remaining pictures: knit, knee, knot.
3. Point to a picture of okra. **Ask:** What is this? Pupils say: okra.  
Write 'okra' on the board. Say the sounds of the letters as you write: o-k-r-a.
4. Continue pointing to the remaining pictures: onion, oil, orange.
5. Point to the words on the board: knife, knit, knee, knot, okra, onion, oil, orange.
6. **Ask:** Can you read this word? Pupils read the words again. Check pronunciation.

### Independent Practice (10 minutes)

1. **Say:** Write 2 words beginning with the letters 'kn' and 2 words beginning with the letter 'Oo'.  
You can choose the words. Give pupils 4 minutes to write their words.
2. **Say:** Draw a picture of the word next to it. Give pupils 4 minutes to draw their pictures.

3. Whilst pupils are writing and drawing walk around the classroom helping them.
4. Ask 2 volunteers (1 boy and 1 girl) to show the class their writing. Talk about their work.

Examples:

- That's good writing.
- Can we say the word together?

**Closing** (2 minutes)

1. Quickly point to a few pictures on the board. Pupils say the words.
2. **Say:** Now you can read words beginning with 'kn' and 'Oo'.
3. **Say:** Well done.

<b>Lesson Title:</b> Prepositions	<b>Theme:</b> Reading and writing	
<b>Lesson Number:</b> L-02-078	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to apply some prepositions in sentences to describe location.</p>		<p><b>Teaching Aids</b> 1. Some fruit and vegetables 2. A bag and a book</p>		<p><b>Preparation</b> 1. Bring in some fruits and vegetables, whatever is in season. 2. Find a bag and a book.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Show the fruit and vegetables to pupils. Point to each one.  
**Say:** What is this? Pupils answer.
3. **Say:** Today we are going to talk about where things are.

### Introduction to the New Material (10 minutes)

1. Put an object in a bag (e.g. orange).  
**Say:** The orange is in the bag. Pupils repeat 2 times.  
Write on the board: It is in the \_\_\_\_\_. Point to the word 'in'.
2. Take the object out of the bag.  
**Say:** It is out of the bag. Pupils repeat 2 times.  
Write on the board: It is out of the \_\_\_\_\_. Point to the word 'out'.
3. Put the object on the table.  
**Say:** It is on the table. Pupils repeat 2 times.  
Write on the board: It is on the \_\_\_\_\_. Point to the word 'on'.
4. Put the object under the table.  
**Say:** It is under the table. Pupils repeat 2 times.  
Write on the board: It is under the \_\_\_\_\_. Point to the word 'under'.
5. Hold up a book. Put the object behind the book.  
**Say:** It is behind the book. Pupils repeat 2 times.  
Write on the board: It is behind the \_\_\_\_\_. Point to the word 'behind'.
6. Put the object in front of the book.  
**Say:** It is in front of the book. Pupils repeat 2 times.  
Write on the board: It is in front of the \_\_\_\_\_. Point to the words 'in front of'.

### Guided Practice (10 minutes)

1. Choose a different object (e.g. onion). Put it in a bag.  
**Ask:** Where is the onion? Pupils say: It is in the bag.
2. Put the object in different places. Pupils say where the picture / object is.  
Examples:
  - in a box / bag
  - on a book / table / shelf
  - under a chair / table / book / pupil
  - behind or in front of the board / a book / door / window

3. Ask 2 volunteers (1 boy and 1 girl) to put the object somewhere in the classroom. Pupils say where the object is (e.g. 'It is in front of the board').

**Independent Practice** (10 minutes)

1. Tell pupils to make pairs with the person sitting near them. Give them a minute to make pairs.  
**Say:** Let's play a game.
2. **Say:** Close your eyes.  
Put a different object somewhere in the room (e.g. put the okra on a shelf).
3. **Say:** Open your eyes. The okra is somewhere in the classroom.  
**Say:** Talk to each other and try to guess where the okra is.  
Give them 2 minutes to talk together and make a sentence.
4. When they are ready, tell groups to raise their hands. Choose one pair to say a sentence saying where the okra is (e.g. it is under the table). If the answer is correct, they win a point. If the answer is not correct, they don't get a point.
5. Continue hiding other objects around the room and having pairs share their sentences with the class.

**Closing** (2 minutes)

1. **Say:** Pupils look!  
Put another new object somewhere.
2. **Ask:** Who can tell me where it is?  
Pupils respond with: It is in/out/under/behind/in front of/on \_\_\_\_\_.
3. **Say:** Well done. That's right. Repeat the full sentence.
4. **Say:** You can now talk about where things are.
5. **Say:** Very good.

<b>Lesson Title:</b> Completing sentence starters orally	<b>Theme:</b> Reading and writing	
<b>Lesson Number:</b> L-02-079	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to match sentence starters with the correct question stems.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Story 'Who's This?' at the end of the plan</li> <li>2. Drawings of faces</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the story 'Who's This?', at the end of the plan, on the board.</li> <li>2. Draw 4 faces on the board: 1 woman, 1 man, 1 girl, 1 boy.</li> </ol>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. **Ask:** Where are we? Are we in the classroom or out the classroom?  
Pupils answer: We are in the classroom.
3. Tell pupils that today we are going to talk about different people.

### Introduction to the New Material (12 minutes)

1. Point to the picture of a woman's face.  
**Say:** This is mother. She's at the market. She's buying okra.
2. Point to the picture of a man's face.  
**Say:** This is father. He's in the field. He's planting rice.
3. Point to the picture of a boy's face.  
**Say:** This is John. He's in the yard. He's playing football.
4. Point to the picture of a girl's face.  
**Say:** This is Marima. She's at school. She's reading.
5. Check pupils understand words as you say the sentences. Ask pupils to do actions (e.g. planting), draw pictures (e.g. okra).
6. Point to the picture of the woman again.  
**Say:** This is ...? Pupils say: This is mother. **Say:** She's at the ...? Pupils say: She's at the market.  
**Say:** She's buying ...? Pupils say: She's buying okra.
7. Point to the picture of the man again.  
**Say:** This is ...? He's in the ...? He's planting ...? Pupils complete the sentences.
8. Point to the picture of the boy again.  
**Say:** This is ...? He's in the ...? He's playing ...? Pupils complete the sentences.
9. Point to the picture of the girl again. **Say:** This is ...? She's at ...? She's ...?
10. Repeat the story saying fewer words this time (e.g. This is ...? He's ...? He's ...?).
11. Continue until pupils can say the sentences.

### Guided Practice (8 minutes)

1. Point to the picture of the boy.  
**Ask:** Who's this? Pupils answer: This is John.  
**Ask:** Where is he? Pupils answer: He's in the yard.  
**Ask:** What's he doing? Pupils answer: He's playing football.
2. Check that pupils use the word 'he' to talk about the boy. If they don't, explain that we use the word 'he' when we talk about a boy or a man.

3. Point to the picture of the woman. **Ask:** Who's this? Where is she? What's she doing?  
Pupils answer each question with full sentences. Check that they use the word 'she'.
4. Continue asking questions with the picture of the girl and the man. Check pupils use the correct pronoun ('he' or 'she').

**Independent Practice** (10 minutes)

1. Tell pupils to make pairs with the person near them. Give them a minute to make pairs.
2. Point to the one of the pictures and ask a question (e.g. point to the picture of father and **ask:** Where is he?) Tell pairs to work together to say the answer.
3. Ask pupils to raise their hands to give the answer. When most pairs have raised their hands, choose one pair to answer. Check that pupils use the correct pronoun.
4. Continue pointing to the pictures and asking more questions. Point to different pictures, and ask questions in a different order. Ask different pairs to give answers.
5. If pupils are confident, they can ask and answer the questions in pairs.

**Closing** (2 minutes)

1. Point to the word 'he'.  
**Ask:** Do we use this word to talk about a boy or a girl?
2. Point to the word 'she'.  
**Ask:** Do we use this word to talk about a boy or a girl?
3. **Say:** Well done.

[STORY: WHO'S THIS?]

by Kim Ashmore

This is mother.  
She's at the market.  
She's buying okra.

This is father.  
He's in the field.  
He's planting rice.

This is John.  
He's in the yard.  
He's playing football.

This is Marima.  
She's at school.  
She's reading.

<b>Lesson Title:</b> Completing sentence starters in writing	<b>Theme:</b> Reading and writing	
<b>Lesson Number:</b> L-02-080	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to match sentence starters with the correct question stems.</p>		<p><b>Teaching Aids</b> Drawings of faces</p>		<p><b>Preparation</b> Draw 2 faces, one of a woman and one of a man, on the board.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Point to the picture of a woman's face.  
**Ask:** Who's this? Pupils guess. (Answer: auntie)
3. Point to the picture of a man's face.  
**Ask:** Who's this? Pupils guess. (Answer: uncle)
4. Tell pupils that today we are going to read and write about different people.

### Introduction to the New Material (10 minutes)

1. Write this sentence next to the picture of a woman's face: This is Fatmata. (Don't read the sentence aloud.)
2. Tell pupils to read the sentence. Point to the words as they read.
3. Write the following sentences having the pupils read:  
She is in the yard.  
She is cutting onions.
4. Check pupils understand the sentences. Ask pupils to do actions (e.g. cutting), draw pictures (e.g. onions).
5. Write this sentence next to the picture of a man's face: This is Mustapha. Don't read the sentence.
6. Tell pupils to read the sentence. Point to the words as they read.
7. Write the following sentences having pupils read:  
He is at the clinic.  
He is working.
8. Check pupils understand the sentences.
9. Point to the pictures and ask questions. Pupils answer.
  - Who is this?
  - Where is he / she?
  - What is he / she doing?

### Guided Practice (10 minutes)

1. Draw another man's face on the board.
2. **Ask:** Who's this? Pupils suggest a name. Ask pupils what you should write.  
Write: This is (Gabriel).

3. **Ask:** Where is he? Ask pupils to suggest where he is. Tell them to use their imaginations. Ask pupils what you should write. Write and use their suggestion. Example: He's in a lorry. Check that pupils use the word 'he'.
4. **Ask:** What's he doing? Ask pupils to suggest what he is doing. Ask pupils what you should write. Write and use their suggestion. Example: He's driving.
5. Draw another woman's face on the board.
6. Ask questions and write sentences about the woman. Examples:  
This is (Zinab).  
She's at home.  
She's singing.

### **Independent Practice** (10 minutes)

1. Tell pupils to draw a picture of a man's face or a woman's face. Give pupils 4 minutes to draw. As they draw the picture, write this on the board:  
This is \_\_\_\_\_.  
He / she is at / in \_\_\_\_\_.  
He / she is \_\_\_\_\_ing.
2. Tell pupils to write 1 or more sentences about the person they have drawn. They can use their imaginations. Remind them to use 'he' when they write about a man, and 'she' when they write about a woman. Give pupils 4 minutes to write.
3. Ask 2 volunteers (1 girl and 1 boy) to show the class their picture and writing. Talk about their work.  
Ask questions:
  - Who's this?
  - Where is he / she?
  - What's he / she doing?

### **Closing** (2 minutes)

1. Point to the word 'he'. **Ask:** Do we use this word to talk about a boy or a girl?
2. Point to the word 'she'. **Ask:** Do we use this word to talk about a boy or a girl?
3. **Say:** Very good. You can write very well.

<b>Lesson Title:</b> Poem: 'Pepper, Pepper'	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-02-081	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to track the lines and read the poem 'Pepper, Pepper'.</p>	 <p><b>Teaching Aids</b> 1. Poem 'Pepper, Pepper' at the end of the plan 2. A pepper</p>	 <p><b>Preparation</b> 1. Write the poem 'Pepper, Pepper', at the end of the plan, on the board. 2. Bring in a pepper, or display a picture or drawing of a pepper.</p>
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### Opening (4 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Show or point to the pepper.  
**Ask:** What's this? Pupils say: pepper. Talk about peppers.  
**Ask:** What do they look like? What do they taste like?  
Tell pupils that today we are going to read a poem about peppers.

### Introduction to the New Material (10 minutes)

1. Read the poem. Read slowly and clearly. Point to the words as you read.
2. Explain the words as you read it. Use actions (e.g. pile, smile, cry, hot, good), pictures (e.g. pot), or explain the words (e.g., dry, nice, food, tastes).
3. Ask pupils to say what the lines mean to check understanding.
4. Point to the word 'pile'. Point to the letters and say the sounds: p-i-le.  
**Say:** pile. Pupils repeat 2 times.
5. Point to the word 'smile'. Point to the letters and guide pupils to read the word: s-m-i-le.  
**Say:** smile. Pupils repeat 2 times.
6. Point to the following words having pupils repeat each word 2 times: dry / cry, pot / hot, food / good.
7. Ask a volunteer to come to the front of the class. Read the poem again. The pupil points to the words as you read. Encourage all pupils to join in with the reading.

### Guided Practice (8 minutes)

1. **Say:** There are 4 verses in the poem. Point to the verses.
2. Divide the class into half.
3. **Say:** Left side, please read verse 1. Point to the words.  
Don't say the words, but help pupils if they have problems.
4. **Say:** Right side, please read verse 2. Point to the words.  
Don't say the words, but help pupils if they have problems.
5. Alternate sides until the poem is complete.
6. Ask different groups to read the verses (e.g. Right side reads verse 1, left side reads verse 2).

### Independent Practice (10 minutes)

1. **Say:** Draw a picture of a pepper plant. Write the words next to the picture (e.g. pepper, leaf, ground). Give pupils 8 minutes to draw their picture and write their words.

2. Ask 2 volunteers (1 girl and 1 boy) to show the class their picture. Talk about their work with the class.

Example:

- That's a lovely picture.
- How many peppers are on the plant? Raise your hand if you have the same number of peppers.
- Put your hands on your head if you like peppers?

**Closing** (3 minutes)

1. **Ask:** How many times can you see the word 'pepper' in the poem? (Answer: 16)
2. Count the word 'pepper' together with the class.
3. **Say:** Very good.

*[POEM: PEPPER, PEPPER]*

from RAISES, Class 2 Reader, Page 9.

Pepper, pepper,  
In a pile,  
Pepper, pepper,  
Makes me smile.

Pepper, pepper,  
Red and dry,  
Pepper, pepper,  
Makes me cry.

Pepper, pepper,  
In the pot,  
Pepper, pepper,  
Nice and hot.

Pepper, pepper,  
In the food,  
Pepper, pepper,  
Tastes so good.

<b>Lesson Title:</b> Letter: Pp	<b>Theme:</b> Reading Letter work: Pp	
<b>Lesson Number:</b> L-02-082	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read, write and illustrate words with the letter 'Pp'.</p>		<p><b>Teaching Aids</b> The alphabet</p>		<p><b>Preparation</b> 1. Write the alphabet at the top of the board (or use an alphabet strip). 2. Write these words on the board: onion, pepper, water, cut, pound, okra, put, pot, dry, pile, food, pan.</p>
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**Note:** The word 'pound' in this lesson is a verb. It means to hit and crush something, for example with a pestle and mortar.

### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Begin drawing a pepper on the board.  
**Ask:** What is it? Pupils say: pepper.
3. **Say:** Today we are going to say and write words beginning with the letter 'Pp'.

### Introduction to the New Material (12 minutes)

1. **Say:** Stand up, please. I will say a letter. You must make the shape of the letter with your hands.
2. **Say:** 'm.' Pupils make the shape of the letter 'm' using their hands. If pupils have problems, point to the letter on the alphabet strip, or write it on the board.
3. Continue saying letters and having pupils make the letter with their hands (e.g. c, p, b, o, h, t, d, l, r, i)
4. Point to the letter 'Pp' on the alphabet strip or write it on the board.  
**Ask:** What is the letter? Pupils say the name of the letter.
5. Point to the letter 'Pp' again. Say the sound. Pupils repeat. Help pupils if they have a problem with pronunciation.
6. **Say:** I will say a word. If the word begins with the sound /p/, you must raise your hands. If the word begins with a different sound, you must not raise your hands.
7. **Say:** 'onion.' Pupils do not raise their hands.
8. **Say:** 'pepper.' Pupils raise their hands.
9. Continue saying these words: water, cut, pound, okra, put, pot, dry, pile, food, pan.
10. Say the words beginning with 'Pp' again: pepper, pound, put, pot, pile, pan.  
Pupils repeat each word 3 times.

### Guided Practice (8 minutes)

1. **Say:** I will point to a word on the board. If the word begins with the letter 'Pp' you must raise your hands. If the word begins with a different letter, you must not raise your hands.
2. Point to the word 'onion'. Do not say the word. Pupils do not raise their hands.  
Rub out the word.

3. Point to the word 'pepper'. Do not say the word. Pupils raise their hands.  
Draw a circle around the word.
4. Continue with the rest of the words.
5. Point to one of the words beginning with the letter 'Pp' (e.g. pepper).  
Guide pupils to read the word slowly: p-e-pp-er.
6. Guide pupils to read the other 'Pp' words on the board: pound, put, pot, pile, pan.
7. Point to all the 'Pp' words on the board. Say each word. Pupils repeat each word 2 times.

**Independent Practice** (10 minutes)

1. Write an uppercase 'P' on the board. Explain how to make the shapes.
2. Write a lowercase 'p' on the board. Explain how to make the shapes.
3. **Say:** Open your exercise books. Write each letter 3 times.  
**Say:** Write 2 - 3 words beginning with the letter. You can choose the words. Draw a picture of the word next to it. Give pupils 7 minutes to write their words and draw their pictures.
4. Ask for 2 volunteers (1 boy and 1 girl) to show the class their writing. Talk about their work with the class.

Examples:

- That's good writing.
- Can we say the word together?

**Closing** (2 minutes)

1. **Ask:** Who can tell me a word beginning with letter 'p'? Pupils respond.
2. **Say:** Now you know words with the letter 'p'.
3. **Say:** Well done.

<b>Lesson Title:</b> Illustrations	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-02-083	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use the illustration in a story or poem for understanding.</p>	 <p><b>Teaching Aids</b> 1. Story 'Okra Stew' at the end of the plan 2. A drawing of a woman with a knife, some peppers and a pot</p>	 <p><b>Preparation</b> 1. Write the story 'Okra Stew', at the end of the plan, on the board. 2. A simple drawing of a woman with a knife, some peppers and a pot.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Write the letter 'p' on the board. Ask pupils to say some words that begin with the letter.  
Example: pepper, pound, put, pot, pile, pan.
3. **Say:** Today we are going to see how pictures help us to understand a story.

### Introduction to the New Material (15 minutes)

1. Tell pupils that the pictures on the board are from a story.  
**Ask:** What can you see? Pupils answer: a woman, a knife, some peppers, a pot.
2. Point to the woman.  
**Ask:** Who is the woman? Can you guess? Pupils guess.  
Examples: a sister, an auntie, a mother, a granny.  
**Say:** The story is about a mother.
3. Point to the knife, peppers and pot.  
**Ask:** What is the mother doing in the story? Pupils guess.  
Examples: She's cutting peppers, she's preparing a meal.  
**Say:** She's making okra stew.
4. **Ask:** What is in okra stew? Pupils answer.  
Examples: okra, vegetables, meat, fish.
5. Read the story. Read slowly and clearly.
6. Do actions as you read the story (e.g. cutting the vegetables, pounding the peppers, putting things in the pot).
7. Ask questions about the story:
  - What does mother put in the pot first? (Answer: oil and water)
  - What vegetables does she put in the pot? (Answer: okra, onions, eggplants, peppers)
  - Does she put fish or meat in the pot? (Answer: fish)
8. Explain that pictures can help people understand stories when they read them. When they read a poem or a story, they can look at the pictures too.

### Guided Practice (5 minutes)

1. Tell pupils to listen carefully.  
**Say:** Mother cuts the vegetables. She pounds the peppers. Do the actions.
2. **Say:** Imagine you had to draw a picture for this part of the story. What would you draw?  
Pupils suggest some pictures (e.g. a pestle and mortar, a knife, vegetables, peppers).

3. Read more lines from the story. After each line, ask pupils what they would draw. Praise pupils for their ideas.

**Independent Practice** (10 minutes)

3. **Say:** Draw a picture from the story. It could be about the whole story, or about just one of the lines from the story. You can choose. Give pupils 8 minutes to draw their picture.
4. Ask for 2 volunteers (1 girl and 1 boy) to show the class their picture. Talk about their work with the class.

Example:

- That's a very nice picture.
- What is this?
- Put your hands on your head if your mother cook okra stew.
- Raise your hand if you like okra stew?

**Closing** (2 minutes)

1. **Say:** Let's pound some peppers. Do the action of pounding peppers. Pupils join in.
2. **Say:** Well done.

[STORY: OKRA STEW]

by Kim Ashmore.

Mother is making okra stew.

She cuts the vegetables. She pounds the peppers.

She puts oil and water in a pot.

She puts okra, onions and eggplants in the pot.

She puts fish and peppers in the pot.

The food is good.

<b>Lesson Title:</b> Reading sentences	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-02-084	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to fluently read simple sentences in the poem 'Pepper, Pepper'.</p>	 <p><b>Teaching Aids</b> Poem 'Pepper, Pepper' at the end of the plan</p>	 <p><b>Preparation</b> 1. Write the poem 'Pepper, Pepper', at the end of the plan, on the board (with gaps). 2. Practise reading the poem fluently.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. **Ask:** What did you eat yesterday? Ask 2 volunteers (1 boy and 1 girl) to share their answer. Encourage pupils to use English when they answer.
3. **Say:** Today we are going to read a poem about peppers.

### Introduction to the New Material (12 minutes)

1. Read the first two lines of the poem: Pepper, pepper, in a \_\_\_\_\_. Stop reading before the gap. Point to the gap. **Ask:** What is the word? Guide pupils to say the word: pile. If pupils have problems with pronunciation, say the word. Pupils repeat.
2. Point to the gap. **Ask:** What is the letter? Pupils say the letter 'p'. **Ask:** What is the next letter? Guide pupils to spell the word 'pile'. Write the word in the gap.
3. Continue with the rest of the poem. For each gap, ask pupils to say the word. Then ask pupils to spell the words. Write the words in the gaps.  
The words are: Verse 1: pile, smile.  
Verse 2: dry, cry.  
Verse 3: pot, hot.  
Verse 4: food, good.
4. Read the poem again. Speak slowly and clearly. Point to the words as you read it.
5. Ask pupils to say what the lines mean to check understanding.

### Guided Practice (8 minutes)

1. **Say:** Listen and repeat. Read the first 2 lines of the poem (say all the words). Pupils repeat. Encourage pupils to say the lines fluently. Example: The words 'in a' go together.
2. Repeat with the next 2 lines of the poem. Continue to the end of the poem. Help with pronunciation problems. Encourage pupils to read fluently.
3. **Say:** Class, read the poem. Point to the words. Don't say the words. Pupils read the poem together.

### Independent Practice (10 minutes)

1. Tell pupils to make pairs. Give them one minute to make pairs.
2. Tell pupils to read the poem with their partner. Each pupil reads a different verse.
3. Ask 2 pairs 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: PEPPER, PEPPER*]

from RAISES, Class 2 Reader, Page 9.

Pepper, pepper,  
In a \_\_\_\_\_,  
Pepper, pepper,  
Makes me \_\_\_\_\_.

Pepper, pepper,  
Red and \_\_\_\_\_,  
Pepper, pepper,  
Makes me \_\_\_\_\_.

Pepper, pepper,  
In the \_\_\_\_\_,  
Pepper, pepper,  
Nice and \_\_\_\_\_.

Pepper, pepper,  
In the \_\_\_\_\_,  
Pepper, pepper,  
Tastes so \_\_\_\_\_.

<b>Lesson Title:</b> Sorting common words	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-02-085	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to group words in their correct categories: food, colours, shapes, and days.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> 1. Write these words on the board: Monday, triangle, pepper, red, mango, egg, square, yellow, fish, green, Friday, orange, circle, Sunday, oval, Tuesday. 2. Draw four columns on the board with the following headings: Days of the week, Food, Colours, Shapes.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. **Ask:** Can you remember some of the things that are in okra stew?  
(Answer: Any of these: oil, water, peppers, okra, onions, eggplants, meat, fish).  
Say that these are all food words.
3. **Say:** Today we are going to put words into different groups.

### Introduction to the New Material (10 minutes)

1. **Say:** There are 4 food words on the board. Raise your hand if you can see a food word.  
Choose a pupil to answer.
2. If the pupil says a food word (e.g. fish) Point to the table with columns.  
**Ask:** Which column should it go in? Pupils say: food  
Write the word in the 'Food' column of the table.  
If the pupil doesn't say a food word (e.g. yellow), **say:** No, that's a colour / shape / day of the week. If pupils can't see food words, point to them.
3. Continue until pupils have said all the food words: pepper, fish, mango, egg.  
Point to each food word again. Ask pupils to read each word. Ask pupils to say what each word means.
4. **Ask:** Can you say more food words? Pupils say more words. Add them to the 'Food' column.
5. Continue putting the words into the correct group:  
Colours: red, yellow, green, orange  
Days of the week: Monday, Tuesday, Friday, Sunday  
Shapes: oval, square, circle, triangle

### Guided Practice (10 minutes)

1. Point to one of the food words (e.g. fish).  
**Ask:** Can you say a sentence with this word? Guide pupils to make a simple sentence.  
Write it on the board. Examples: I like fish. I love fish. The knife cuts fish.

2. Point to one of the colour words (e.g. red).  
**Ask:** Can you say a sentence with this word? Guide pupils to make a simple sentence. Write it on the board. Examples: Apples are red. Red is my favourite colour. My pencil is red.
3. Point to one of the days of the week (e.g. Monday).  
**Ask:** Can you say a sentence with this word? Guide pupils to make a simple sentence. Write it on the board. Examples: I go to school on Monday. Monday is my favourite day. I like Monday.
4. Point to one of the shape words (e.g. square).  
**Ask:** Can you say a sentence with this word? Guide pupils to make a simple sentence. Write it on the board. Example: The window is a square.

#### **Independent Practice** (10 minutes)

1. **Say:** Write a sentence using one of the words on the board. You can copy one of the sentences or you can write your own. You can choose. Confident pupils can write more than 1 sentence. Give pupils 8 minutes to write their sentences.
2. Ask 2 volunteers (1 boy and 1 girl) to show the class their sentence. Read the sentence and talk about it. Example: 'My dress is green'.
  - That's a very good sentence.
  - What colour is my dress?

#### **Closing** (2 minutes)

1. **Ask:** What have we learned today? (Answer: to put words into groups)
2. **Say:** Putting words together in groups can help people remember words.
3. **Say:** Well done.

<b>Lesson Title:</b> Story 'Friends Forever'	<b>Theme:</b> Reading and retelling Characters	
<b>Lesson Number:</b> L-02-086	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read Friends Forever and discuss friendship.</p>		<p><b>Teaching Aids</b> Story 'Friends Forever' at the end of the plan</p>		<p><b>Preparation</b> Write the story 'Friends Forever', at the end of the plan, on the board.</p>
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### Opening (4 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Point to the title of the story. Read the title: Friends Forever.
3. **Say:** Titles give readers an idea of what a story is about.  
**Ask:** What do you think the story is about? Have 2 volunteers (1 boy and 1 girl) share their ideas.
4. **Say:** Today we are going to read a story about 2 friends.

### Introduction to the New Material (12 minutes)

1. Read the beginning of the story. Read slowly and clearly. Point to the words as you read.  
Fina and Siri are friends. One day Siri said, 'My father will work in Bo. We are going away.'
2. Help pupils to understand using actions or explain words.  
**Say:** We use the word 'will' when we talk about the future.
3. **Say:** Fina's friend is going away. **Ask:** How does Fina feel? Guide pupils to answer.
4. Read the middle of the story (from 'Fina said...' to 'They sadly said goodbye to each other'). Read slowly and clearly. Point to the words as you read.
5. Help pupils to understand using actions (e.g. packing clothes, saying goodbye), pictures (e.g. lorry) or explain words (e.g. miss, forget).
6. **Ask:** Can you imagine how it feels to move away from your home and friends?  
**Ask:** How does Siri feel? Guide pupils to answer.
7. Read the end of the story (from 'One day, Fina's father...' to the end). Read slowly and clearly. Point to the words as you read.
8. Help pupils to understand using actions (e.g., called his daughter), pictures (e.g. phone) or explain words (e.g. someone wants to talk to you).
9. Explain that Fina and Siri will not forget each other.
10. Read the title and story again. Read slowly and clearly. Point to the words. Encourage pupils to join in.

### Guided Practice (6 minutes)

1. Read these lines again. Use different voices for Siri and Fina:  
One day Siri said, 'My father will work in Bo. We are going away.'  
Fina said, 'Siri, I will miss you. Maybe you will forget me.'  
Siri said, 'I will not forget my best friend.'
2. Explain that we use the marks '...' when we write to show what people say.
3. Divide the class into two halves: left and right. The left-hand side will read Siri's words. The right-hand side will read Fina's words. Point to the words.

The left-hand side reads: My father will work in Bo. We are going away.

The right-hand side reads: Siri, I will miss you. Maybe you will forget me.

The left-hand side reads: I will not forget my best friend.

4. Read the story again having the groups read different lines.

#### **Independent Practice** (10 minutes)

1. **Say:** Think of a friend. Write this sentence: I will not forget my best friend.

Draw a picture of your friend next to the sentence. Give the pupils 8 minutes to write and draw.

2. Ask 2 volunteers (1 girl and 1 boy) to show the class their sentence. Talk about their work with the class.

Example: That's very good writing. Who is your friend?

#### **Closing** (3 minutes)

1. **Ask:** Did you like the story? Raise your hands. Pupils raise their hands.

2. Tell pupils to say the name of their friend after you count 1 - 3. **Say:** 1, 2, 3. Pupils say the name of their friend.

3. **Say:** Well done.

#### *[STORY: FRIENDS FOREVER]*

from RAISES, Class 2 Reader, Page 10.

Fina and Siri are friends.

One day Siri said, 'My father will work in Bo. We are going away.'

Fina said, 'Siri, I will miss you. Maybe you will forget me.'

Siri said, 'I will not forget my best friend.'

The next day Fina helped Siri's family.

They packed the clothes.

They packed the dishes.

They put them in the lorry.

They sadly said goodbye to each other.

One day, Fina's father called his daughter.

'Come! Take my phone. Someone wants to talk to you.'

It was Siri! Good friends do not forget each other.

<b>Lesson Title:</b> Words with /ph/	<b>Theme:</b> Reading and retelling Characters Blend / diagraph: /ph/	
<b>Lesson Number:</b> L-02-087	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to pronounce, write and illustrate words that begin with the blend/diagraph: /ph/	 <b>Teaching Aids</b> The alphabet	 <b>Preparation</b> Write the alphabet at the top of the board (or use an alphabet strip).
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### Opening (4 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. **Ask:** Can you remember the story Friends Forever?  
Pupils say some things they can remember about the story.
3. **Say:** Today we are going to say, read and write words.

### Introduction to the New Material (14 minutes)

1. Tell pupils that Fina helped Siri's family.  
Write: They packed \_\_\_\_\_. Read the words. Ask pupils to say what the words mean.  
Explain that 'packed' talks about the past.
2. Point to the letter 'a' on the alphabet strip or the board. **Say:** They packed...?  
Guide pupils to say something that begins with the letter 'a' (e.g. an axe).  
**Say:** They packed an axe. Pupils repeat.
3. Point to another letter of the alphabet from 'a' to 'p' (e.g. 'l').  
**Say:** They packed ...? Pupils say something that begins with the letter 'l' (e.g. a lamp).  
**Say:** They packed a lamp. Pupils repeat.
4. Continue with more letters of the alphabet from 'a' to 'p'.
5. **Ask:** Can you remember what you packed? Point to the letters on the alphabet strip or the board to help them remember.

### Guided Practice (5 minutes)

1. Write on the board: They packed a phone.  
**Say:** They packed a phone. Point to the word 'phone'. **Say:** Phone. Pupils repeat 3 times.
2. Explain that the letters 'ph' make the sound /f/.
3. Write 'photo' on the board. **Say:** Say the word. Point to the letters. Guide pupils to say: photo.  
Check pronunciation. **Say:** Photo. Pupils repeat 3 times.
4. Write 'pharmacy' on the board. **Say:** Say the word. Point to the letters. Guide pupils to say: pharmacy. Check pronunciation. **Say:** Pharmacy. Pupils repeat 3 times.
5. Ask pupils to say what these words mean: phone, photo, pharmacy.

### Independent Practice (10 minutes)

1. **Say:** Write 2 - 3 words beginning with the letters /ph/. You can choose the words.  
Draw a picture of the word next to it. Give the pupils 8 minutes to draw and write.

2. Ask 2 volunteers (1 boy and 1 girl) to show the class their writing. Talk about their work.

Examples:

- That's good writing.
- Can we say the word together?

**Closing** (2 minutes)

1. **Ask:** Tell me some words that begin with ph?
2. **Say:** Say the words. Point to 'photo', 'phone', 'pharmacy'. Pupils say the words.
3. **Say:** Very good.

<b>Lesson Title:</b> Retelling a story	<b>Theme:</b> Reading and retelling Characters	
<b>Lesson Number:</b> L-02-088	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to retell Friends Forever in their own words.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Story 'Friends Forever' at the end of the plan</li> <li>2. Drawing of two girls</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the story 'Friends Forever', at the end of the plan, on the board.</li> <li>2. Display a drawing of the two girls (Siri and Fina) from the story.</li> </ol>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Point to one of the girls on the board.  
**Say:** This is Fina. Point to the other girl.  
**Ask:** Who is this? (Answer: Siri).  
**Ask:** Are Fina and Siri sisters? (Answer: No. They are friends.)
3. **Say:** Today we are going to tell a story about Fina and Siri.

### Introduction to the New Material (12 minutes)

1. Point to Siri. **Say:** One day Siri said ... Guide pupils to say: that Siri's father will work in Bo. They are going away. Pupils may use some English words from the story (e.g. will work) or mother tongue. **Say:** One day Siri said, 'My father will work in Bo. We are going away.'
2. **Say:** Fina is sad. She thinks that Siri will forget her.  
**Say:** Siri said ...? Guide pupils to say: I will not forget my best friend.
3. **Say:** The next day Fina helped Siri's family.  
**Ask:** What did they do? Guide pupils to answer. Do actions (e.g. packing) or ask questions (e.g. What did they pack?) to help. Pupils may use some English words from the story (e.g. packed, put) or mother tongue. Make sure pupils say 'packed' and not 'pack'.
4. Make a sad face. **Say:** They sadly said ...? Pupils say: 'Goodbye'.  
**Say:** They sadly said goodbye to each other.
5. **Say:** One day Fina's father ...? Guide pupils to say: he called Fina. Make sure pupils say 'called' and not 'call'.
6. **Ask:** What did Fina's father say? Do actions and guide pupils to say 'Come! Take my phone.'  
**Say:** Come! Take my phone. Someone wants to talk to you.
7. **Ask:** Who was on the phone? Guide pupils to say: It was Siri. Make sure they say 'was' and not 'is'. **Say:** Good friends do not forget each other.
8. Read the story again.

### Guided Practice (8 minutes)

1. Point to Siri. **Say:** One day Siri said ... Pupils say: that Siri's father will work in Bo. They are going away. **Say:** One day Siri said, 'My father will work in Bo. We are going away.'
2. **Say:** Fina is sad. She thinks that Siri will forget her. **Say:** Siri said ...? Pupils say: I will not forget my best friend.
3. **Say:** The next day Fina helped Siri's family.

- Ask:** What did they do? Pupils answer. Make sure pupils say 'packed' and not 'pack'.
4. **Say:** They sadly said ...? Pupils say: 'Goodbye'. **Say:** They sadly said goodbye to each other.
  5. **Say:** One day Fina's father ...? Pupils say: he called Fina. Ensure pupils say 'called' and not 'call'.
  6. **Ask:** What did Fina's father say? Pupils say 'Come! Take my phone.' **Say:** Come! Take my phone. Someone wants to talk to you.
  7. **Ask:** Who was on the phone? Pupils say: It was Siri. Make sure they say 'was' and not 'is'.  
**Say:** Good friends do not forget each other.

### **Independent Practice** (10 minutes)

1. Tell pupils to make pairs. Give them a minute to make pairs.
2. Tell pupils that you will say a part of the story. They must work together to say the next part. They must try to use English as much as they can.
3. **Say:** Fina and Siri are friends. One day, Siri said ... Give pupils time to say the next part in groups.
4. Say these lines. After each line, give pupils time to say the next parts.
  - Fina said, 'Siri, I will miss you. Maybe you will forget me.' Siri said ...
  - The next day Fina helped Siri's family.
  - They sadly said ...
  - One day, Fina's father called his daughter. 'Come! ...'
  - It was Siri! Good friends ...

### **Closing** (2 minutes)

1. **Say:** Good friends do not forget each other.
2. **Say:** Your stories were very good.

### *[STORY: FRIENDS FOREVER]*

from RAISES, Class 2 Reader, Page 10.

Fina and Siri are friends.

One day Siri said, 'My father will work in Bo. We are going away.'

Fina said, 'Siri, I will miss you. Maybe you will forget me.'

Siri said, 'I will not forget my best friend.'

The next day Fina helped Siri's family.

They packed the clothes.

They packed the dishes.

They put them in the lorry.

They sadly said goodbye to each other.

One day, Fina's father called his daughter.

'Come! Take my phone. Someone wants to talk to you.'

It was Siri! Good friends do not forget each other.

<b>Lesson Title:</b> Characters	<b>Theme:</b> Reading and retelling Characters	
<b>Lesson Number:</b> L-02-089	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to describe the relationship between Siri and Fina in 'Friends Forever'.</p>		<p><b>Teaching Aids</b> Play 'Friends Forever' at the end of the plan.</p>		<p><b>Preparation</b> 1. Write the play 'Friends Forever', at the end of the plan, on the board. 2. Practise reading the play using different voices.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Talk about friendship.  
Ask questions:
  - What can we do to make new friends?
  - How can we keep our friends?
3. Tell pupils that today we are going to do some drama.

### Introduction to the New Material (12 minutes)

1. Tell pupils to think of the story, Forever Friends.  
**Ask:** Who is in the story? (Answer: Fina, Siri, Fina's father, Siri's father / family).  
Explain that people in a story are called 'characters'.
2. Explain that the characters in *Forever Friends* have different relationships (e.g. Fina is her father's daughter).  
**Ask:** What about Fina and Siri? Are they sisters? (Answer: No, they are friends).  
**Say:** Fina and Siri are best friends. Pupils repeat.
3. **Say:** There is a play of the story on the board. The play shows the words that the characters say.
4. Point to the first name 'Siri'. Explain that Siri says these words.  
**Say:** My father will work in Bo. We are going away. Read slowly and clearly. Point to the words as you read.
5. Point to the name 'Fina'. Explain that Fina says these words.  
**Say** (in a different voice if possible): I will miss you. Maybe you will forget me. Read slowly and clearly. Point to the words as you read.
6. Repeat until the end of the play. Use different voices for different characters.  
Make a noise for the phone ringing.
7. Read the lines of the play again. Pupils repeat.

### Guided Practice (8 minutes)

1. Divide the class into 6 big groups. Group 1 will say Siri's lines; Group 2 will say Fina's lines; Group 3 will say Siri's mother's line; Group 4 will say Siri's father's line; Group 5 will say Fina's father's line; Group 6 will be the phone.
2. Tell Group 1 (Siri) to get ready. Point to the first line. Point to the words. Don't say the words. Group 1 reads the line.

3. Tell Group 2 (Fina) to get ready. Point to the second line. Point to the words. Don't say the words. Group 2 reads the line.
4. Continue until the end of the play.

**Independent Practice** (10 minutes)

1. **Say:** Draw a picture of the two friends in the play. In your picture, show how the friends feel about each other.
2. Ask 2 volunteers (1 boy and 1 girl) to show the class their picture. Talk about their work.  
Examples:
  - That's a good picture.
  - How do Fina and Siri feel about each other?

**Closing** (2 minutes)

1. **Say:** Fina and Siri are best friends. Pupils repeat.
2. **Say:** Well done.

[PLAY: FRIENDS FOREVER]

by Kim Ashmore (based on story: Friends Forever, RAISES, Class 2 Reader, Page 10)

Siri: My father will work in Bo. We are going away.

Fina: I will miss you. Maybe you will forget me.

Siri: I will not forget my best friend.

Fina: I will help you.

Siri: Let's pack the clothes.

Siri's mother: Let's pack the dishes.

Siri's father: Let's put them in the lorry.

Fina: Goodbye!

Siri: Goodbye!

Phone: Ring! Ring!

Fina's father: Come! Take my phone. Someone wants to talk to you.

Siri: Hello, it's me!

Fina: Siri, hello!

<b>Lesson Title:</b> Sentence writing	<b>Theme:</b> Reading and retelling Characters	
<b>Lesson Number:</b> L-02-090	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to write a sentence about a good friend.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Story 'Friends Forever' at the end of the plan</li> <li>2. Drawing of two faces</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the story 'Friends Forever', at the end of the plan, on the board.</li> <li>2. Draw a picture of a girl's face next to verse 1.</li> <li>3. Draw a picture boy's face next to verse 2.</li> </ol>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the day on the board.
2. Do the action of holding a phone to your ear. Say a poem: Phone, phone, phone.  
Phone my friend. Tell pupils to join in and do the actions. Say the poem many more times.
3. **Say:** Today we are going to talk about good friends.

### Introduction to the New Material (10 minutes)

1. Point to the picture of the girl's face on the board. **Say:** This is my friend.
2. Read the lines about Fatmata. Read slowly and clearly. Point to the words as you read.  
Her name is Fatmata.  
She's 9 years old.  
She's clever.  
She likes singing.
3. Ask pupils to say what the lines mean to check understanding.
4. Read the lines about Fatmata again. Encourage pupils to join in.
5. Point to the picture of the boy's face on the board. **Say:** This is my friend.
6. Read the lines about Sowa. Read slowly and clearly. Point to the words as you read.  
His name is Sowa.  
He's 8 years old.  
He's kind.  
He likes football.
7. Ask pupils to say what the lines mean to check understanding.
8. Read the lines about Sowa again. Encourage pupils to join in.

### Guided Practice (10 minutes)

1. Point to the line: Her name is Fatmata. Rub out the word 'Fatmata' to leave: Her name is \_\_\_\_\_.  
**Ask:** Can you suggest other names that can go in the gap? (e.g. Aminata, Bintu, Zinab).  
**Say:** We use the word 'her' to talk about a girl or a woman.
2. Point to the line: She's 9 years old. Rub out the number '9' to leave: She's \_\_\_\_\_ years old.  
**Ask:** Can you tell me a number to go in the gap? (Answer: other numbers)  
**Say:** We use the word 'she' to talk about a girl or a woman.

3. Point to the line: She's clever. Rub out the word 'clever' to leave: She's \_\_\_\_\_.  
**Ask:** What other describing words can go in the gap? (e.g. tall, short, fun, kind, honest, friendly)
4. Point to the line: She likes singing. Rub out the word 'singing' to leave: She likes \_\_\_\_\_.  
**Ask:** What other words can go in the gap? (e.g. dancing, soup on rice, English, football).
5. Have pupils suggest ways in which to change the second verse.  
**Say:** We use the words 'his' and 'he' when we talk about boys or men.
  - His name is \_\_\_\_\_.
  - He's \_\_\_\_\_ years old.
  - He's \_\_\_\_\_.
  - He likes \_\_\_\_\_.

### **Independent Practice** (10 minutes)

1. **Say:** Think of a friend. Write one or more sentences about your friend. Use 'her' and 'she' if it's a girl, or 'his' and 'he' if it's a boy. Draw a picture of your friend next to the sentences. Give pupils 8 minutes to draw and write.
2. Ask 2 volunteers (1 girl and 1 boy) to show the class their writing. Talk about their work.  
Example:
  - That's very good writing.
  - Tell us about your friend.

### **Closing** (2 minutes)

1. Tell pupils that they can show their writing and drawing to their friend.
2. **Say:** Very good.

### [STORY: MY FRIENDS]

by Kim Ashmore

Her name is Fatmata.

She's 9 years old.

She's clever.

She likes singing.

His name is Sowa.

He's 8 years old.

He's kind.

He likes football.

<b>Lesson Title:</b> Tiny Tale: 'Quit It, Quit It!'	<b>Theme:</b> Speaking and writing	
<b>Lesson Number:</b> L-02-091	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to co-write and discuss the Tiny Tale 'Quit It, Quit It!'.</p>		<p><b>Teaching Aids</b></p> <p>Tiny Tale 'Quit It, Quit It!' at the end of the plan.</p>		<p><b>Preparation</b></p> <p>Write the Tiny Tale 'Quit It, Quit It!', at the end of the plan, on the board.</p>
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### Opening (4 minutes)

1. Greet the class. **Say:** Today is ...? Write the word on the board.
2. **Ask:** Can you say something that you like about your school?  
Pupils respond. For example: My teacher is very nice.
3. **Say:** Today we are going to talk and write about stopping something.  
Explain the word 'quit' means to stop.

### Introduction to the New Material (12 minutes)

1. **Ask:** Can you imagine a very naughty class?  
**Ask:** What are the pupils doing? Pupils give ideas. For each idea, write the important words on the board (e.g. a pupil says 'They are making a noise when the teacher is talking.' Write 'making a noise' on the board).  
As you write, say the sounds of the letters: m-a-k-i-ng a n-oi-se.
2. Continue until you have 6 - 7 ideas on the board (e.g., fighting, running, making a mess, disturbing everyone, writing in story books, taking things from other pupils).
3. Read the Tiny Tale. When you reach a gap, stop reading and write one of the best words from the board in the gap (e.g. quit making a noise.)
4. When the gaps are completed, read the Tiny Tale.

### Guided Practice (6 minutes)

1. Begin reading the Tiny Tale again. Stop reading before each gap. Pupils read and say the words in the gaps (e.g., making a noise, running, fighting).
2. Continue reading until pupils can read the words.
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 or pictures from the Tiny Tale. Write one or more of the words from the tale next to your picture. Confident pupils can invent spellings for different words. Give pupils 8 minutes to draw and write.
2. Ask 2 volunteers (1 boy and 1 girl) to show the class their picture. Talk about the picture.  
Examples:
  - Oh no! These pupils are fighting.
  - Put your hands on your head if you also drew a picture of children fighting.
  - Quit fighting!

**Closing** (3 minutes)

1. **Say:** Let's read the tale again together.
2. **Ask:** Who can tell me 3 things to quit?  
(Answers: stop talking when the teacher is talking, fighting, running, making a mess, disturbing other pupils)
3. Read the tale with the pupils. As you read, point to the words.
4. **Say:** Well done. You can read very well.

[TINY TALE: QUIT IT!]

from RAISES, Class 2 Teacher's Guide, Page 17.

Quit these things if you are in class.

Please, quit \_\_\_\_\_.

Please, quit \_\_\_\_\_.

Please, quit \_\_\_\_\_.

Quit these things and learn with us.

<b>Lesson Title:</b> Reading and writing Qq words	<b>Theme:</b> Speaking and writing Letter work: Qq	
<b>Lesson Number:</b> L-02-092	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and write and illustrate words beginning with Qq.</p>		<p><b>Teaching Aids</b> Poem 'Quiet, Quiet, Quiet' at the end of the plan 2. The alphabet</p>		<p><b>Preparation</b> 1. Write the poem 'Quiet, Quiet, Quiet', at the end of the plan, on the board. 2. Write the alphabet 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. Write on the board: Please, quit \_\_\_\_\_.  
**Ask:** Can you remember any of the phrases from the tiny tale? (e.g. quit making a noise, quit running, quit fighting)
3. Tell pupils that today we are going to read and write words beginning with the letter 'Qq'.

### Introduction to the New Material (10 minutes)

1. Read the poem again. Read slowly and clearly. Do actions as you read it.
 

Quiet, quiet, quiet	(Action: Each time you say 'quiet' put your finger on your lips)
Moving lips	(Action: Move your hands like mouths opening and closing)
Quit, quit, quit	(Action: Each time you say 'quit' shake your finger)
Moving hips	(Action: Move your hips)
2. Ask pupils to say what the lines mean to check understanding.
3. Read the first line of the poem and do the actions. Pupils repeat and do the actions. Continue until the end of the poem.
4. **Say:** Class, you say the poem. Pupils say the poem, and do the actions. Point to the words on the board as they say the poem.

### Guided Practice (8 minutes)

1. Point to the letters 'Qq' on the alphabet strip or write the letters 'Qq' on the board.
2. **Ask:** What is the letter? Pupils say 'q'.
3. Point to the poem on the board.  
**Ask:** Can you see a word with the letter? Choose a volunteer and ask him/her to come to the board. Ask him/her to point to words which begin with the letter 'q'.  
Underline the words: quiet, quit. Have the class say the words as the pupil underlines them.
4. **Say:** The letter 'q' always has the letter 'u' with it. The letters 'qu' make the sound /kw/.
5. Point to the word 'quiet'. **Say:** Quiet. Pupils repeat 3 times.  
Point to the word 'quit'. **Say:** Quit. Pupils repeat 3 times.
6. Write 'queen' on the board.  
**Ask:** Can you say this word? Point to each letter and guide pupils to say the word. Ask pupils to say what the word means.
7. Write 'quick' on the board.

**Ask:** Can you say this word? Point to each letter and guide pupils to say the word. Ask pupils to say what the word means.

8. **Say:** Say the word. Point to these words: quiet, quit, queen, quick. Pupils say the words. If pupils have any pronunciation problems, say the words again. Pupils repeat.

### **Independent Practice** (10 minutes)

1. Write an uppercase 'Q' on the board. Explain how to make the shapes.
2. Write a lowercase 'q' on the board. Explain how to make the shapes.
3. **Say:** Write each letter 3 times. Write 2 - 3 words beginning with the letter. You can choose the words. Draw a picture of the word next to it. Give pupils 8 minutes to write and draw.
4. Ask 2 volunteers (1 girl and 1 boy) to show the class their writing. Talk about their work.

Examples:

- That's good writing.
- Can we say the word together?

### **Closing** (3 minutes)

1. **Ask:** Who can tell me a word beginning with 'qu'? (Answers: queen, quit, quick, quite, quiet)
2. **Say:** Let's say the poem together.
3. Say the poem with the pupils. Do the actions.
4. **Say:** Very good.

[*POEM: QUIET, QUIET, QUIET*]

from RAISES, Class 2 Teacher's Guide, Page 17.

Quiet, quiet, quiet

Moving lips.

Quit, quit, quit

Moving hips.

<b>Lesson Title:</b> Compound sentences	<b>Theme:</b> Speaking and writing	
<b>Lesson Number:</b> L-02-093	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to join 2 simple sentences to create a compound sentence.</p>	 <p><b>Teaching Aids</b> 1. Table 2. Faces</p>	 <p><b>Preparation</b> 1. Write the table, at the top of the plan, on the board. 2. Draw 3 simple faces, for Aminata, Tamba and Abdu, on the board.</p>
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Name	Language arts	Maths
Aminata		
Tamba		
Abdul		

### Opening (3 minutes)

- Greet the class. **Say:** Today is ...? Write the word on the board.
- Point to 'Language arts'. Check that pupils know what it means.  
**Ask:** Do you like language arts? Raise your hands. Pupils raise their hands.
- Point to 'Maths' on the board. Check pupils know the meaning.  
**Ask:** Do you like maths? Raise your hands. Pupils raise their hands.
- Tell pupils that today we are going to talk about school subjects.

### Introduction to the New Material (10 minutes)

- Point to the first face on the board.  
**Say:** This is Aminata. **Say:** Listen carefully. She likes language arts. She likes maths.  
Point to the space under 'Language arts'.  
**Ask:** Does she like language arts? (Answer: yes)  
Draw a happy face in the first row of the column under 'Language arts'.  
**Ask:** Does she like maths? (Answer: yes).  
Draw a happy face in the first row of the column under 'Maths'.
- Point to the second face on the board.  
**Say:** This is Tamba. **Say:** Listen carefully. He likes language arts. He does not like maths.  
Point to the space under 'Language arts'.  
**Ask:** Does he like language arts? (Answer: yes)  
Draw a happy face in the second row of the column under 'Language arts'.  
**Ask:** Does he like maths? (Answer: no)  
Draw a sad face in the second row of the column under 'Maths'.
- Point to the third face on the board.  
**Say:** This is Abdul. **Say:** Listen carefully. He does not like language arts. He likes maths.  
Point to the space under 'Language arts'.  
**Ask:** Does he like language arts? (Answer: no)  
Draw a sad face in the third row of the column under 'Language arts'.  
**Ask:** Does he like maths? (Answer: yes)

Draw a happy face in the third row of the column under 'Maths'. The table will look like this:

Name	Language arts	Maths
Aminata	☺	☺
Tamba	☺	☹
Abdul	☹	☺

- Point to the name 'Aminata'. **Say:** She likes language arts. Pupils repeat. **Say:** She likes maths. Pupils repeat. **Say:** She likes language arts *and* she likes maths. Emphasise the word 'and'. Pupils repeat.
- Point to the name 'Tamba'. **Say:** He likes language arts. Pupils repeat. **Say:** He doesn't like maths. Pupils repeat. **Say:** He likes language arts *but* he doesn't like maths. Emphasise the word 'but'. Pupils repeat.
- Point to the name 'Abdul'. **Say:** He doesn't like language arts. Pupils repeat. **Say:** He likes maths. Pupils repeat. **Say:** He doesn't like language arts *but* he likes maths. Emphasise the word 'but'. Pupils repeat.
- Say:** We use 'and' and 'but' to join sentences. We use 'and' when the ideas are the same, we use 'but' when the ideas are different. Write: 'and' and 'but' on the board.

#### Guided Practice (8 minutes)

- Draw another row under the table. Choose a volunteer. Write their name in the 'Name' column.
- Ask the pupil: Do you like language arts? If the pupil says 'yes' draw a happy face, if the pupil says 'no' draw a sad face in the column. Guide pupils to make a sentence. Examples:
  - Hawanatu likes language arts and she likes maths. OR
  - Hawanatu likes language arts, but she doesn't like maths. OR
  - Hawanatu doesn't like language arts, but she likes maths.
- Alternate between boys and girls to complete 3 more lines of the table.

#### Independent Practice (10 minutes)

- Tell pupils to make pairs. Give them a minute to make pairs.
- Rub out the names of the pupils and faces in the table on the board.
- Say:** Copy this table into your exercise books.  
**Say:** Write the names of both people in your pair in the first column.  
**Say:** Ask each person in the pair if they like language arts and maths.  
**Say:** Draw a happy or a sad face in the second and third columns. Draw a happy face if they like the subject, and a sad face if they don't like the subject.
- Tell pupils to say sentences with their partner. (e.g., Gabriel likes language arts and he likes maths)

#### Closing (4 minutes)

- Ask 3 groups to volunteer to say their sentences in front of the class.
- Say:** Well done.

<b>Lesson Title:</b> Using 'or' and 'because'	<b>Theme:</b> Speaking and writing	
<b>Lesson Number:</b> L-02-094	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use 'or' and 'because' in sentences.		<b>Teaching Aids</b> Dialogue 'School subjects' at the end of the plan		<b>Preparation</b> Write the dialogue 'School subjects', 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. Talk about learning.  
**Ask:** What do you learn at school?  
**Ask:** What are you good at? Pupils answer.
3. **Say:** Today we are going to talk about the things we like.

### Introduction to the New Material (10 minutes)

1. Point to the dialogue on the board.  
**Say:** A boy and a girl are talking. They are Jusu and Esther.
2. Read the dialogue. Speak slowly and clearly. Use different voices for Jusu and Esther. Point to the words as you read. If pupils don't understand some of the words, explain what the words mean using local language if necessary. Pupils read the dialogue 3 times.
3. Explain the meaning of the words: why, because.
4. Ask pupils to say what the lines mean.
5. Read the dialogue again.
6. **Ask:** Can you read the dialogue now?  
**Say:** Boys will read Jusu's lines. Girls will read Esther's lines.  
Help pupils if they have problems with pronunciation.

### Guided Practice (10 minutes)

1. Write these lines on the board. Tell pupils to read the lines as you write them:  
Do you like \_\_\_\_\_ or \_\_\_\_\_ best?  
I like \_\_\_\_\_ best.  
Why?  
Because \_\_\_\_\_.
2. Ask a pupil to say 2 things they like (e.g. rice, mangoes).  
**Ask:** Do you like rice or mangoes best? Guide pupils to answer (e.g. I like mangoes best).  
**Ask:** Why? Guide pupil to answer (e.g. because mangoes are juicy).
3. Alternate between boys and girls asking them about what they like.
4. If pupils are confident, ask for 2 volunteers (1 boy and 1 girl) to come to the front of the class. They ask and answer the questions.

### Independent Practice (10 minutes)

1. Tell pupils to make pairs. Tell pupils that one pupil will be Jusu, and one pupil will be Esther. Give them a minute to decide.

2. Tell pupils to read the dialogue on the board together.
3. Ask 1 pair to volunteer to read the dialogue to the class.

**Closing** (2 minutes)

1. **Ask:** Put your hand up if you like language arts best? Some pupils raise their hands.
2. **Ask:** Put your hand up if you like maths best? Some pupils raise their hands.
3. **Say:** Well done.

[DIALOGUE: SCHOOL SUBJECTS]

by Kim Ashmore

Jusu: Do you like language arts?

Esther: Yes, I do.

Jusu: Do you like maths?

Esther: Yes, I do.

Jusu: Oh, you like language arts and maths.

Jusu: Do you like language arts or maths best?

Esther: I like language arts best.

Jusu: Why?

Esther: Because I love reading.

<b>Lesson Title:</b> Simple sentences with capital letters and full stops	<b>Theme:</b> Speaking and writing	
<b>Lesson Number:</b> L-02-095	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write simple sentences with capital letters and full stop.</p>	 <p><b>Teaching Aids</b> 1. Story 'The Sad Teacher' at the end of the plan 2. Sentences</p>	 <p><b>Preparation</b> 1. Write the story 'The Sad Teacher', at the end of the plan on the board. 2. Write these sentences on the board:</p> <ul style="list-style-type: none"> <li>• Come to class every day.</li> <li>• Bring exercise books and pencils.</li> <li>• Keep the classroom clean.</li> <li>• Listen carefully.</li> <li>• Help each other.</li> </ul>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the word on the board.
2. Talk about learning.  
**Ask:** Do you like learning new things?  
**Ask:** How can you learn better?
3. Tell pupils that today we are going to talk about how we can learn better.

### Introduction to the New Material (15 minutes)

1. Point to the first sentence on the board: Come to class every day.  
Read the sentence slowly and clearly. Point to the words. Encourage pupils to join in.
2. Ask pupils to say what the sentence means to check understanding.
3. Continue reading the other sentences and make sure pupils understand the meaning.
4. Draw a sad face on the board. Explain that it is a teacher.  
Say the first line of the story: The teacher was sad.
5. Say the next line of the story: The pupils didn't listen carefully.  
Point to the sentences on the board.  
**Ask:** Where is the sentence 'Listen carefully?'  
Ask 1 volunteer to come to the board and point to the sentence: The pupils didn't listen carefully.
6. Continue reading the story, alternating between male and female volunteers:
  - They didn't bring their exercise books or pencils to school.
  - They didn't keep the classroom clean.
  - They didn't help each other.
  - They didn't come to class every day.
7. Read the last line of the story: The teacher talked to the pupils. Now they're learning, and the teacher is very happy.  
**Ask:** Is the teacher happy now? (Answer: yes)  
**Ask:** Why? Guide pupils to say: because the pupils are learning.

8. Read the story again. Point to the sentences on the board as you read.

**Guided Practice** (5 minutes)

1. Tell pupils that we will make some signs to help everyone learn better.
2. Point to the first sentence: Come to class every day.  
**Ask:** Can you suggest a picture for this sentence? (e.g. a happy pupil outside the school).
3. Continue suggesting pictures with the other sentences on the board.
4. **Say:** Each sentence begins with an upper case letter and ends with a full stop.

**Independent Practice** (10 minutes)

1. **Say:** Write one of the sentences. You can choose. The sentence must have an upper case letter at the beginning, and a full stop at the end. Draw a picture too. Give pupils 8 minutes to write and draw their picture.
2. Ask 2 volunteers (1 girl and 1 boy) to show the class their writing. Talk about their work.

Examples:

- That's very nice writing.
  - Raise your hand if you wrote the same sentence.
  - I can see a full stop. Put your hands on your head if you used a full stop.
3. Have pupils hold up their work for you to see.

**Closing** (2 minutes)

1. Read the sentences on the board.
2. Tell pupils that the sentences on the board can help them to be better learners.
3. **Say:** Your sentences and pictures are very good.

[STORY: THE SAD TEACHER]

by Kim Ashmore.

The teacher was sad.

The pupils didn't listen carefully.

They didn't bring their exercise books or pencils to school.

They didn't keep the classroom clean.

They didn't help each other.

They didn't come to class every day.

The teacher talked to the pupils. Now they're learning, and the teacher is very happy.

<b>Lesson Title:</b> Poem: 'Together and Alone'	<b>Theme:</b> Handling books	
<b>Lesson Number:</b> L-02-096	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and discuss the poem 'Together and Alone'.</p>		<p><b>Teaching Aids</b> Poem 'Together and Alone' at the end of the plan</p>		<p><b>Preparation</b> Write the poem, 'Together and Alone', 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. Point to the title of the poem: Together and Alone. Explain what the words mean. Explain that a title gives you information about a poem or story.
3. Tell pupils that today we are going to read a poem about doing things together and alone.

### Introduction to the New Material (10 minutes)

1. Read the poem. Read slowly and clearly. Point to the words as you read.
2. Ask pupils to say what the lines mean to check understanding.
3. Read the poem again. Do actions for: sing, read, write, and talk. Encourage pupils to join in.
4. Explain that there are 4 verses in the poem. Point to the verses.
5. Divide the class into 2 big groups.
6. **Say:** Left side please read verse 1 and do the actions. Point to the words. Don't say the words, but help pupils if they have problems. Pupils say the verse and do the actions.
7. **Say:** Right side please read verse 2 and do the actions. Point to the words. Don't say the words, but help pupils if they have problems. Pupils say the verse and do the actions.
8. Continue alternating sides until the end of the poem.
9. Have groups read the poem reading different verses (e.g. right side verse 1, left side verse 2)

### Guided Practice (8 minutes)

1. Do the action for the word: dance. **Say:** Say the word. Pupils say: dance.  
Write 'dance' on the board.
2. Continue doing the actions and saying the words: walk, eat, play, and sleep.  
Write each word on the board.
3. Point to the word 'dance'. Say a verse of the poem with the word. Do the action.  
Encourage pupils to join in:  
Dance in school,  
Dance at home,  
Dance together,  
Dance alone.
4. Read the verse with other words: walk, eat, play, and sleep.

### Independent Practice (10 minutes)

1. Tell pupils to make pairs. Give them a minute to make pairs.
2. Tell pupils to say verses of the poem together. They can choose the words that they like (e.g. sing, read, write, talk, dance, walk, eat, play). They must do the actions as they say the verses.

3. Walk around the room or look at the pairs to ensure all pupils are participating correctly.

**Closing** (4 minutes)

1. Ask for 3 pairs to volunteer to say a verse in front of the class. They must do the actions.
2. **Say:** Well done.

[*POEM: TOGETHER AND ALONE*]

from RAISES, Class 2 Reader, Page 11.

Sing in school,

Sing at home,

Sing together,

Sing alone.

Read in school,

Read at home,

Read together,

Read alone.

Write in school,

Write at home,

Write together,

Write alone.

Talk in school,

Talk at home,

Talk together,

But: Don't talk alone!

<b>Lesson Title:</b> Letter: Rr	<b>Theme:</b> Handling books Letter work: Rr	
<b>Lesson Number:</b> L-02-097	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use letter sounds to read, write and illustrate words beginning with the letter 'Rr'.</p>		<p><b>Teaching Aids</b> The alphabet</p>		<p><b>Preparation</b> 1. Write the alphabet at the top of the board (or use an alphabet strip). 2. Write these words on the board: school, read, run, home, red, round, together, wiggle, room, alone, roll, dance.</p>
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### Opening (3 minutes)

1. Greet the class. **Say:** Today is ...? Write the word on the board.
2. **Ask:** Do you like reading together? Raise your hands. Pupils raise their hands.
3. **Ask:** Do you like reading alone? Raise your hands. Pupils raise their hands.
4. Tell pupils that today we are going to say and write words with the letter 'Rr'.

### Introduction to the New Material (12 minutes)

1. **Ask:** What are the letters? Point to the letters Aa-Rr in a different order (e.g. Pp, Cc, Hh). Pupils say the name of each letter.
2. **Ask:** What is the *sound* of the letters? Point to letters Aa-Rr in a different order (e.g. Pp, Cc, Hh). Pupils make the sound of each letter. If they don't know, say the sounds. Pupils repeat.
3. Point to the letter 'Rr' 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 /r/, they must clap. If the word begins with a different sound, they must not clap.  
**Say:** Sing. Pupils don't clap.  
**Say:** Read. Pupils clap.
5. Continue saying these words: run, home, red, round, together, wiggle, room, alone, roll, dance.
6. Say the words beginning with 'Rr' again: read, run, red, round, room, roll. Pupils repeat each word 3 times.

### Guided Practice (8 minutes)

1. Tell pupils that you will point to a word on the board. If the word begins with the letter 'Rr' they must clap. If the word begins with a different letter, they must not clap.
2. Point to the word 'school'. Do not say the word. Pupils do not clap. Rub out the word.
3. Point to the word 'read'. Do not say the word. Pupils clap. Draw a circle around the word.
4. Continue pointing to the rest of the words.
5. Point to one of the words beginning with the letter 'Rr' (e.g. read). Guide pupils to read the word slowly: r-ea-d.
6. Continue guiding pupils to read the other 'Rr' words on the board: read, run, red, round, room, roll.
7. Point to all the 'Rr' words on the board. Say each word. Pupils repeat each word 2 times.

8. Check pupils understand what the words mean.

**Independent Practice** (10 minutes)

1. Write 'R' on the board. Explain how to make the shapes.  
Write 'r' on the board. Explain how to make the shapes.  
**Say:** Write each letter 3 times.
2. **Say:** Write 2 - 3 words beginning with the letter 'Rr'. You can choose the words.  
Draw a picture of the word next to it. Give pupils 8 minutes to write and draw.
3. Ask 2 volunteers (1 girl and 1 boy) to show the class their writing. Talk about their work.  
Examples:
  - That's good writing.
  - Can we say the word together?
4. Have pupils hold up their work for you to see.

**Closing** (2 minutes)

1. **Say:** Now you know words beginning with the letter 'r'.
2. **Say:** Very good.

<b>Lesson Title:</b> Vowels and consonants	<b>Theme:</b> Handling books	
<b>Lesson Number:</b> L-02-098	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to classify letters as vowels and consonants.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. The alphabet</li> <li>2. A ball</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the alphabet at the top of the board (or use an alphabet strip).</li> <li>2. Find a ball, or make one from paper.</li> </ol>
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### Opening (5 minutes)

1. Greet the class. **Say:** Today is ...? Write the word on the board.
2. Point to letters Aa-Zz on the alphabet strip or the board. Pupils say the letters.
3. Point to the letters Zz-Aa on the alphabet strip or the board.  
Pupils say the letters from Zz backwards to Aa.
4. Tell pupils that today we are going to learn more about letters.

### Introduction to the New Material (10 minutes)

1. Explain that there are 2 kinds of letters: vowels and consonants.  
Every word in English must have 1 or more vowels.
2. Draw a line down the middle of the board.  
Write 'vowels' at the top of the left-hand side.  
Write 'consonants' at the top of the right-hand side.
3. Ask For a volunteer and throw a ball to them.
4. **Say:** Say a letter. The pupil says a letter.  
If the pupil says a vowel (e.g. the letter 'e'), write the letter on the left-hand side of the board.  
If the pupil says a consonant (e.g. the letter 's'), write the letter on the right-hand side of the board.  
Tell the pupil to throw the ball to another volunteer.
5. Continue throwing the ball until all the letters of the alphabet are on the board.  
The vowel column will have these letters: a, e, i, o, u.  
The consonants column will have these letters: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

### Guided Practice (8 minutes)

1. Write 'together' on the board. Draw circles around the vowels in the word: o, e, e.  
**Say:** There are 3 vowels. **Say** the vowels: o, e, e.
2. Write 'alone' on the board.  
**Ask:** How many vowels are there? (Answer: 3) Draw circles around the vowels: a, o, e.  
**Ask:** What are the vowels? Pupils say the vowels: a, o, e.
3. Ask pupils to suggest 6 more words and draw circles around the vowels. Discuss the vowels with the class.
4. Ask for 6 volunteers and write their names on the board. Have the class identify the vowels.

### Independent Practice (10 minutes)

1. **Say:** Write the list of vowels and the list of consonants in your exercise books.

2. **Say:** Write your name. Draw a circle around the vowels in your name.
3. Ask 2 volunteers (1 boy and 1 girl) to show the class their letters. Talk about their work.

Examples:

- Is 'a' a vowel or a consonant?
  - Put your hand up if you also had the 'b' in the consonants list.
  - How many vowels in your name?
  - How many consonants in your name?
4. Have pupils hold up their work for you to see.

**Closing** (2 minutes)

1. Point to the vowels on the board. Pupils say the letters.
2. **Ask:** What have we learnt today? (Answer: about vowels and consonants)
3. **Say:** Well done.

<b>Lesson Title:</b> Blends / diagraphs: /wr/	<b>Theme:</b> Handling books Blend / diagraph: /wr/	
<b>Lesson Number:</b> L-02-099	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use /wr/ to read and write words.</p>		<p><b>Teaching Aids</b> Poem 'Wiggle Your Fingers' at the end of the plan</p>		<p><b>Preparation</b> 1. Write the poem, 'Wiggle Your Fingers', at the end of the plan, on the board.</p>
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### Opening (4 minutes)

1. Greet the class. **Say:** Today is ...? Write the word on the board.
2. **Say:** a, a, a.  
**Ask:** What begins with A? Pupils say a word (e.g. ant). Write it on the board.
3. **Say:** e, e, e.  
**Ask:** What begins with 'e'? Pupils say a word (e.g. egg). Write it on the board.
4. Continue with other vowels: i, o, u. Underline the vowels at the start of each word.
5. **Ask:** Do you remember what we call these letters? (Answer: vowels)
6. Tell pupils that today we are going to say, read and write words.

### Introduction to the New Material (10 minutes)

1. Read the poem. Read slowly and clearly. Do the actions as you read it.
2. Ask pupils to say what the lines mean to check understanding.
3. Read the first line of the poem and do the actions. Pupils repeat and do the actions. Continue until the end of the poem.
4. **Say:** Class, you say the poem. Pupils say the poem, and do the actions. Point to the words on the board as they say the poem.

### Guided Practice (8 minutes)

1. Point to the word: wiggle.  
**Say:** 'wiggle.' Pupils repeat 3 times. Explain that the sound at the beginning of the word is /w/.
2. Point to the word: wriggle.  
**Say:** 'wriggle.' Pupils repeat 3 times. Explain that the sound at the beginning of the word is /r/.
3. Explain that the letters 'wr' at the beginning of a word make the sound /r/. The 'w' is silent.
4. Write 'wrist' on the board.  
**Say:** Say the word. Point to the letters. Guide pupils to say: wrist. Check pronunciation.  
**Say:** 'wrist.' Pupils repeat 3 times.
5. Continue with these words: write, wrote, wrap.
6. Ask pupils to say what these words mean: wriggle, wrist, write, wrote, wrap

### Independent Practice (10 minutes)

1. **Say:** Write 2 - 3 words beginning with the letters /wr/. You can choose the words.  
Draw a picture of the word next to it. Give pupils 8 minutes to write and draw.
2. Ask 2 volunteers (1 girl and 1 boy) to show the class their writing. Talk about their work.  
Examples:

- That's good writing.
  - Can we say the word together?
3. Have pupils hold up their work for you to see.

**Closing** (3 minutes)

1. **Say:** Let's say the poem again.
2. Say the poem together with the pupils. Do the actions.
3. **Say:** Very good.

[*POEM: WIGGLE YOUR FINGERS*]

by Kim Ashmore.

Wiggle your fingers.

Wiggle your toes.

Wriggle your body.

Wiggle your nose.

<b>Lesson Title:</b> Handling books	<b>Theme:</b> Handling books	
<b>Lesson Number:</b> L-02-100	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify parts of a book and handle books correctly.</p>	 <p><b>Teaching Aids</b> Children's books</p>	 <p><b>Preparation</b> Find a children's book. If you don't have any children's books, make a book with: a front cover, title, illustration, writer's name, illustrator's name, a few pages with text and page numbers and a back cover.</p>
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**Note:** This lesson depends on the books that you have. If you have a set of class books, give books to groups before the start of the lesson. If you have other children's books, pupils can collect them during Guided Practice. If you don't have any children's books, make one before the start of class.

**Opening (3 minutes)**

1. Greet the class. **Say:** Today is ...? Write the word on the board.
2. **Say:** Today we are going to look at a book.  
**Ask:** What do you need to do before you look at the book? (Answer: Make sure your hands are clean). If pupils have books, **say:** Show me your hands! Make sure pupils' hands are clean.
3. Tell pupils that today we are learning about books.

**Introduction to the New Material (10 minutes)**

1. Hold up the book and point to the front cover.  
**Ask:** What is this? (Answer: a front cover)
2. Point to these parts of the cover: title, writer's name, illustrator's name.  
**Ask:** What's this? Repeat for each part of the cover.  
If pupils have books, tell them to find these parts on the front cover of their book.
3. Read the title. Ask pupils to say what the title means. Ask pupils to say what they think the book is about using local language if necessary.
4. If there is an illustration on the cover, **ask:** What can you see in the picture? Pupils say what they can see in the picture. Explain that pictures give more information about the book. Ask pupils if they know more about the book now.
5. Open the book and point to a page.  
**Ask:** What is this? (Answer: a page)  
**Ask:** Why do pages have numbers? (Answer: Readers can find things, and they can tell other people where to find things). If pupils have books, tell them to turn to one of the pages in the book. Give the number (e.g. Turn to page 11)
6. Point to the page. **Ask:** Where do readers begin reading? (Answer: at the top of the left-hand page).
7. Use your finger to follow the text to the bottom of the left page. Then move it the top of the right page, and move it to the bottom of the right page. If pupils have books, tell them to read the text with you. They can point to the words with their finger. Read 3 - 4 sentences.
8. Turn the page slowly. **Ask:** Why do we turn the pages slowly?

(Answer: If you turn the pages quickly, you can rip the book.)

9. Turn to the last page. Point to the back cover. **Ask:** What is this? (Answer: a back cover).  
**Ask:** What should readers do when they finish a book? (Answer: Put it in a safe place, e.g. on a shelf, in a box/cupboard, on a book table)
10. Explain that books are for sharing so we must keep them safe.

#### **Guided Practice** (8 minutes)

1. Choose a story with your pupils. The story could be a traditional story, a story from English lessons, or a story in the book that the class is looking at.
2. **Ask:** Who are the people in the story? Pupils say who the main characters are.
  - Ask some questions about one of the main characters.
  - What is the character's name?
  - Is the character a boy or a girl?
  - How old is he/she?
  - Where does the he/she live?
  - What is the he/she like? Is he/she clever, kind?
  - Who are his/her best friends?

#### **Independent Practice** (10 minutes)

1. Tell pupils to make pairs. If you have books, make sure each pair has a book. If you don't have books, tell pupils to choose a story.
2. Tell pupils to choose a character from the book/story. Give them a minute to choose the character.
3. **Say:** Write some words about the character (e.g. name, age, describing words) in your exercise book/on a slate.
4. Write the sentence starters below on the board to help pupils if they are struggling.
  - My character's name is .....
  - He/she is .....years old.
  - He/she is (kind / funny / tall / short / clever / happy / sad)
5. Ask 1 group to volunteer to show the class their work. Talk about the work.  
Example: Who's this? How old is she? What is she like?

#### **Closing** (4 minutes)

1. Tell pupils who your favourite character is.
2. **Ask:** Who is your favourite character? Pupils say who their favourite characters are. They can say characters from traditional stories or books from school.

<b>Lesson Title:</b> Story: 'A Letter to our Country'	<b>Theme:</b> Reading and writing	
<b>Lesson Number:</b> L-02-101	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read with the class and a partner 'A Letter to our Country'.</p>	 <p><b>Teaching Aids</b> 1. Letter 'A Letter to our Country' at the end of the plan 2. A map of Sierra Leone 3. The alphabet</p>	 <p><b>Preparation</b> 1. Write the letter 'A Letter to our Country', at the end of the plan, on the board. 2. Find a map of Sierra Leone or draw one on the board. 3. Write the alphabet at the top of the board (or use an alphabet strip).</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is ...? Pupils say the correct day. Write the word on the board.
3. **Say:** Let's review. Say the letters of the alphabet. Point to the alphabet chart or the alphabet on the board and say all the letters.
4. **Say:** Today we will read a new story.

### Introduction to the New Material (10 minutes)

1. **Ask:** What country do we live in? Pupils respond: Sierra Leone.
2. **Ask:** What do we call ourselves? Raise your hands.  
If the pupils are not able to answer, tell them: Sierra Leoneans.
3. **Say:** Look at the map of Sierra Leone. **Ask:** What cities can you see? Raise your hands.  
Pupils can name any cities. (Answer: Freetown, Bo, Kenema, Makeni)
4. **Ask:** Who can show us the seashore of Sierra Leone on the map?  
Choose a pupil to come and point at the map. They point to the coastline.
5. **Ask:** Who can point to a river on the map? Raise your hands. Choose some pupils to point to rivers on the map. If they know the names, they can tell the class.
6. **Say:** There are many beautiful places in Sierra Leone. There are forests, swamps, mountains and farms. **Ask:** What do you like about Sierra Leone? Raise your hands. Pupils can respond with different ideas. If no pupils can answer, **Say:** I like the cities in Sierra Leone. I like the forests in Sierra Leone. I like the farms in Sierra Leone.
7. Now we will read about Sierra Leone.

### Guided Practice (10 minutes)

1. Point to the letter on the board. **Say:** This is a letter to our country. At the top it has a date.  
**Ask:** What is the date today? Fill in today's date. **Say:** You always write the date at the top of a letter.
2. Point to the greeting (Dear Sierra Leone). **Say:** This is the greeting, Read it with me – Dear Sierra Leone. The pupils read. You point to the greeting. **Say:** We always have a greeting at the beginning of a letter.

3. Point to the next line: Thank you for our home. **Say:** Read with me. Point to the words. The pupils read the line.
4. Point to the next line: We are glad to be Sierra Leoneans. **Say:** Read with me. Point to the words. The pupils read the line.
5. **Say:** We will read about things that we love in Sierra Leone. Point to the next line: We love our busy, city streets. **Say:** Read with me. Point to the words. The pupils read the next line.
6. Continue reading the rest of the lines with the pupils, pointing to the words as you read.
7. Point to the last two lines. **Say:** This is the end of the letter: From Class Two. We always say who the letter is from at the end of a letter. Point to the words. The pupils read the line.
8. **Say:** Now let us read the whole letter together. Point to the words. The pupils read with you.

**Independent Practice** (10 minutes)

1. Tell the pupils to make pairs with a person sitting nearby. Give them a minute to make pairs.
2. **Say:** Read the story together. Take turns. If it is possible, walk around the room checking that pupils are doing the activity correctly. Help them with the words if they can't remember.
3. **Say:** Class, Listen. Let us read the whole letter again. Point to the words. The pupils read with you.

**Closing** (2 minutes)

1. **Ask:** What did we learn today? (Answer: to read a letter)
2. **Say:** Very good.

[LETTER: A LETTER TO OUR COUNTRY]

from RAISES Reader – Class 2, Story 12.

Today's Date: \_\_\_\_\_

Dear Sierra Leone,

Thank you for our home.  
 We are glad to be Sierra Leoneans.  
 We love our busy, city streets.  
 We love our quiet farms.  
 We love our rivers and our hills.  
 We love our fields and forests.  
 We love our swamps and seashores.  
 We love our homes.  
 Thank you for looking after us.  
 We will look after you too!

From,  
 Class Two

<b>Lesson Title:</b> Letter Ss	<b>Theme:</b> Reading and writing Letter work: Ss	
<b>Lesson Number:</b> L-02-102	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read, write and illustrate words beginning with 'Ss'.</p>	 <p><b>Teaching Aids</b> 1. Letter 'A Letter to our Country' at the end of the plan 2. The alphabet</p>	 <p><b>Preparation</b> 1. Write the letter 'A Letter to our Country', at the end of the plan, on the board. 2. Write these 'Ss' words on the board: sing, star, sun, sardine, soup, sit, saw, sick, sim (card), see, saw, say, some, sleep, seven, six, small, start, Saturday, Sunday.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond. **Say:** Today is ...? Pupils say the correct date. Write the date on the board.
2. **Say:** Let's review. Read the story 'A letter to our country.' Point to the words. The pupils read aloud.
3. **Say:** Today we will read words with 'Ss'. Point to 'Ss' on the alphabet chart or write it on the board.

### Introduction to the New Material (10 minutes)

1. Point to the letter on the board. **Ask:** Can you find a word that starts with an upper case 'S'? Raise your hands. If the pupils are not able to answer, tell them: Sierra Leone. Choose one volunteer to come and circle the letter 'S' in Sierra Leone.  
**Say:** Read the word: Sierra Leone. The pupil reads the word. The class repeats the word.
2. **Ask:** Can you find any other words that start with 's'? Raise your hands. Choose pupils to say the words (Answer: streets, swamps, seashores) alternating between boys and girls. Ask the pupils to come to the front and circle the 's' on the board. **Say:** Read the word: streets (swamps, seashores). The pupil reads the word. The class repeats the words.
3. **Say:** Look at the word 'streets.' **Ask:** What does the word start with? Raise your hands. Choose a pupil to answer. (Answer: 's')  
**Ask:** What letter does the word end with? Choose a pupil to answer. (Answer: 's')
4. **Say:** Let us write the word 'streets.' Tell me what letters to write. The pupils call out the letters. You write the word 'streets' on the board. **Say:** Lets draw a picture of a street. Draw two lines on the board next to the word 'street'.  
**Ask:** What can we put on our street? Raise your hands. Pupils give you items to put on the street. Draw them. (Example: cars, people, street markings, bicycles)
5. **Say:** Let us write the word 'seashore.' Tell me what letters to write. The pupils call out the letters. Write the word 'seashore' on the board. **Say:** Lets draw a picture of a seashore.  
**Ask:** What can we see at the seashore? Raise your hands. Pupils give you items they might see at the seashore. Draw them. (Example: water, fish, sand, balls)

**Guided Practice** (10 minutes)

1. **Say:** Now let us read some other words beginning with 'Ss'. Point to the words on the board. The pupils try to read the words alone. If they are unable to do so, read the words. The pupils repeat after you.
2. Choose an 'Ss' word that is easy to draw. For example: sun. Point to the word.  
**Ask:** What is this word? The pupils say: 'sun.'  
**Ask:** Who can write the word 'sun' on the board?  
Raise your hands. Choose one pupil to write the word 'sun' on the board. The class helps with the spelling. **Say:** Well done!
3. **Ask:** Who can draw a picture of the sun? Raise your hands. Choose one pupil (alternate boys and girls) to draw a picture of the sun next to the word. **Say:** Well done!
4. Continue asking volunteers to write and draw 4 more simple 'Ss' words on the board.

**Independent Practice** (10 minutes)

1. Point to the words on the board. **Say:** Choose three words starting with 'Ss'. Write the words in your book. Draw the pictures of the words. Give pupils 8 minutes to write and draw.
2. **Say:** Find a partner. Show your partner your words and pictures. Read your partner's words.

**Closing** (2 minutes)

3. **Ask:** What did we learn today? (Answer: Ss words)
4. **Say:** Very good

[LETTER: A LETTER TO OUR COUNTRY]

from RAISES Reader – Class 2, Story 12.

Today's Date: \_\_\_\_\_

Dear Sierra Leone,

Thank you for our home.

We are glad to be Sierra Leoneans.

We love our busy, city streets.

We love our quiet farms.

We love our rivers and our hills.

We love our fields and forests.

We love our swamps and seashores.

We love our homes.

Thank you for looking after us.

We will look after you too!

From,

Class Two

<b>Lesson Title:</b> Possessive pronouns	<b>Theme:</b> Reading and writing	
<b>Lesson Number:</b> L-02-103	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use 'my', 'our' and 'your' to discuss objects in the classroom.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> 1. Write these words on the board: my, our, your. 2. Write these sentences on the board. This is _____ chair. This is _____ desk. This is _____ classroom.</p>
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### Opening (2 minutes)

1. Greet the class and guide pupils to respond. **Say:** Today is ...? Pupils say the correct date. Write the date on the board.
2. **Say:** Today we will use the words 'my', 'our' and 'your.'

### Introduction to the New Material (10 minutes)

1. Tell pupils to put their pencils, rulers and exercise books on the desk.
2. **Say:** Point to your pencil. **Say:** This is my pencil.  
Say the words slowly and clearly. The pupils repeat the sentence with you.
3. **Say:** Point to your ruler. **Say:** This is my ruler.  
Say the words slowly and clearly. The pupils repeat the sentence with you.  
Repeat with 'ruler' and 'exercise book.'
4. Point to the word 'my' on the board.  
**Say:** This word is 'my.' It tells you something belongs to you. Point to yourself.  
**Say:** Repeat after me: my, my, my. Pupils point to themselves and say 'my.'
5. **Say:** Point to your friend's pencil. **Say:** This is your pencil.  
Say the words slowly and clearly. The pupils repeat the sentence with you.  
Repeat for 'ruler' and 'exercise book'.
6. Point to the word 'your' on the board.  
**Say:** This word is 'your.' It tells you something belongs to someone else.  
Point to a pupil at the front of the class. **Say:** Repeat after me: your, your, your.  
Pupils point to their friend and say 'your.'
7. **Say:** Point to your pencil and then to your friend's pencil. **Say:** These are our pencils.  
Say the words slowly and clearly. The pupils repeat the sentence with you.  
Repeat with 'ruler' and 'exercise book.'
8. Point to the word 'our' on the board.  
**Say:** This word is 'our.' It tells you something belongs to more of us. Point to the whole class.  
Use a circle movement **Say:** Copy me: our, our, our. Pupils point to the class and say 'our.'

### Guided Practice (10 minutes)

1. **Say:** Let's play a game. Let's practice.  
**Say:** Point to your eye. The pupils point to one eye.  
**Ask:** Whose eye? My eye. **Say with me:** My eye.

2. **Say:** Point to your friend's eye. The pupils point to a friend's eye.  
**Ask:** Whose eye? Your eye. **Say with me:** Your eye.
3. **Say:** Point to your eye with one hand. Point to your friend's eye with the other hand. Pupils point.  
**Ask:** Whose eyes? Our eyes. **Say with me:** Our eyes.
4. **Say:** Now I will point to the words on the board. Point to the words 'my', 'your' and 'our.'  
**Say:** When I point to 'my', point to your ear.  
**Say:** When I point to 'your' point to your friend's ear.  
**Say:** When I point to 'our' point to both your ears. Repeat instructions and demonstrate.
5. Play the game with 'ear,' 'nose,' 'mouth' and 'head.'

### **Independent Practice** (10 minutes)

1. Tell the pupils to find a partner. **Say:** Work together. I will say a sentence. Tell me what to say instead of 'beep.'
2. Point to your own chair. **Say:** This is 'beep' chair. **Ask:** Whose chair is it?  
The pupils should talk to each other and then answer 'my chair.' If not, say it yourself.
3. Point to a pupil's desk. **Say:** This is 'beep' desk. **Ask:** Whose desk is it?  
The pupils should talk to each other and then answer 'your desk.' If not, say it yourself.
4. Point to the classroom. Use a circular motion. **Say:** This is 'beep' classroom. **Ask:** Whose classroom is it?  
The pupils should talk to each other and then answer 'our classroom.' If not, say it yourself.
5. Point to the sentences on the board.  
**Say:** Let's finish the sentences.  
**Ask:** What goes here? Point to the gap in the first sentence. (Answer: my)  
Write 'my' in the gap.  
**Ask:** What goes here? Point to the gap in the second sentence. (Answer: your)  
Write 'your' in the gap. Repeat for the last sentence.
6. **Say:** Copy the sentences into your exercise book. Give pupils 5 minutes to write the sentences.
7. Ask pupils to hold up their work for you to see.

### **Closing** (3 minutes)

1. **Ask:** What did we learn today? (Answer: my, your and our)
2. **Say:** Very good.

<b>Lesson Title:</b> Rhyming words	<b>Theme:</b> Reading and writing	
<b>Lesson Number:</b> L-02-104	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to match and make categories of rhyming words.</p>	 <p><b>Teaching Aids</b> Poem 'Rhyming Words' at the end of the plan</p>	 <p><b>Preparation</b> 1. Write the poem, 'Rhyming Words', at the end of the plan, on the board. 2. Draw eight 30 cm square boxes, in two rows of four, on the board. 3. Write these words on the board: book, look, cake, bake, light, bright, cat, fat, cow, now, cut, nut, on the board.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is ...? Pupils say the correct date. Write the date on the board.
3. **Say:** Let's revise. Point to your eye. **Say:** My eye.  
Point to your friend's eye. **Say:** Your eye.  
Point to your classmates eyes. **Say:** Our eyes.  
The pupils point and say the correct words.
4. **Say:** Today we will practice rhyming.

### Introduction to the New Material (10 minutes)

1. **Say:** Today we are going to read a poem that rhymes. Listen while I read.
2. Point to the words as you read the poem, Rhyming Words.
3. **Say:** Now read with me. Read the words slowly and clearly. Point to each word as you read.  
The pupils read with you. Read it two or three times.
4. Point to the first line.  
**Ask:** What word is at the end of this line? (Answer: book)
5. Point to the second line.  
**Ask:** What word is at the end of this line? (Answer: look)
6. **Say:** Let's say the words. Book, look. The pupils repeat the words.  
**Say:** The words sound like each other. We call this rhyming.
7. Point to the third line.  
**Ask:** What word is at the end of this line? (Answer: cake)
8. Point to the fourth line.  
**Ask:** What word is at the end of this line? (Answer: bake)
9. **Ask:** What do we call words that sound the same? (Answer: Rhyming)
10. **Ask:** Can you see some other words that rhyme in the poem? Raise your hands. Choose pupils to answer alternating between boys and girls. (Answers: light – bright; cat – fat; nut – cut)
11. **Say:** Let us say our rhyme again. Point to the words. The class says the rhyme with you.

### Guided Practice (10 minutes)

1. Point to the eight boxes on the board.  
**Say:** We are going to put our rhyming words in the boxes.
2. Point to the word 'book.' The pupils read the word.  
Write 'book' in the first box. **Ask:** What word rhymes with 'book?' (Answer: look)  
**Ask:** Who can find the word 'look' on the board? A pupil finds the word. Copy 'look' in the box under 'book.' **Say:** book, look
3. Continue matching the rhyming words in the boxes (Answer: cake-bake, light-bright, cat-fat, nut-cut). Write the pairs of words in their own boxes.
4. Show the pupils the word 'cow.' **Ask:** What does this say? (Answer: cow)  
Copy it into a new box.  
**Ask:** Who can find a word that rhymes with 'cow'? (Answer: how)  
Copy the word 'how' under 'cow' in the box.

### Independent Practice (10 minutes)

1. **Say:** Copy the boxes into your exercise book. Write the rhyming words in the boxes.
2. **Say:** Choose four rhyming words. Draw pictures of the words. Give pupils 8 minutes to write and draw.
3. Walk around and help pupils choose words and draw pictures that show the meaning of the words.
4. Ask pupils to hold up their work for you to see.

### Closing (2 minutes)

1. **Say:** Let's say our Rhyming Words poem again.
2. Point to the rhyme on the board. Say the poem together.
3. **Say:** Very good.

### [POEM: RHYMING WORDS]

by Deborah Avery.

This is my book.  
Look, look, look.  
This is my cake.  
Bake, bake, bake.  
This is my light.  
Bright, bright, bright.  
This is my cat.  
Fat, fat, fat.  
This is my nut.  
Cut, cut, cut.

<b>Lesson Title:</b> Spelling	<b>Theme:</b> Reading and writing	
<b>Lesson Number:</b> L-02-105	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to fill in missing letters to make rhyming words.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>Poem 'Rhyming Words' at the end of the plan</li> <li>Drawings of rhyming words</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Write the poem, 'Rhyming Words', at the end of the plan, on the board.</li> <li>Draw pictures of rhyming words: book, light, cat, cake, nut on the board.</li> </ol>
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### Opening (3 minutes)

- Greet the class and guide pupils to respond.
- Say:** Today is ...? Pupils say the correct date. Write the date on the board.
- Say:** Let's revise. Say the *Rhyming Words* poem again. The pupils say the poem with you.
- Say:** Today we will write rhyming words.

### Introduction to the New Material (10 minutes)

- Point to the first picture (book)
 

**Ask:** What is this? (Answer: book)

**Ask:** Who can write the word 'book'? Raise your hands. Choose a volunteer to write the word book next to the picture.
- Point to the picture of a light.
 

**Ask:** What is this? (Answer: light)

**Ask:** Who can write the word 'light'? Raise your hands. Choose a volunteer (alternating between boys and girls) to write the word light next to the picture.
- Continue asking volunteers to write the words next to the pictures, alternating between boys and girls.
- Rub out the words. Write these letters next to the correct picture: b\_\_\_, (next to book), l\_\_\_ (next to light), c\_\_\_ (next to cake), c\_\_\_ (next to cat), n\_\_\_ (next to nut)
- Point to the picture of the book and the letter 'b\_\_\_'.
 

**Ask:** What letters go at the end? Raise your hands. (Answer: ook)

Write 'ook' in the space. Repeat for the other words.
- Read the words with the pupils.

### Guided Practice (10 minutes)

- Rub the words off the board, Next to the picture of the book, write l\_\_\_ and b\_\_\_
- Ask:** What is this picture? (Answer: book) **Say:** Look at the words. Which is the right word? Raise your hands. Choose one volunteer to point to b\_\_\_.  
**Say:** Write the rest of the word. Let the pupil fill in the missing letters.
- Continue asking for volunteers (alternating between boys and girls) to fill in the missing letters for the pictures and words:
 

cake; c\_\_\_ and b\_\_\_

light; l\_\_\_ and br\_\_\_

cat; c\_\_\_ and f\_\_\_

nut; n \_\_ and c \_\_

4. **Say:** Now let's read the words. Point to the picture of the book and the word book.  
**Say:** Book, book, book. Repeat for the other words.
5. **Ask:** What word can we make with 'br'? Raise your hand. Some of the pupils will be able to give the answer. (Answer: bright)  
Write the letters 'ight' next to 'br.' **Say:** Read the word 'bright.'
6. Continue filling in the letters for b\_\_\_ (bake), f\_\_ (fat), and n\_\_ (nut).

### **Independent Practice** (10 minutes)

1. **Say:** Draw the pictures into your exercise books. Write the correct words. Give pupils 6 minutes to draw and write.
2. **Say:** Now write the other words in your exercise books. Read all the words. Give pupils 3 minutes to write.
3. **Ask:** Which words rhyme? Raise your hands. Choose pupils to tell you which words rhyme with each other.

### **Closing** (2 minutes)

1. **Ask:** What did you learn today? (Answer: to write rhyming words)
2. **Say:** Very good.

### [*POEM: RHYMING WORDS*]

by Deborah Avery.

This is my book.

Look, look, look.

This is my cake.

Bake, bake, bake.

This is my light.

Bright, bright, bright.

This is my cat.

Fat, fat, fat.

This is my nut.

Cut, cut, cut.

<b>Lesson Title:</b> Predictions: title of a story or poem	<b>Theme:</b> Print concepts: Title, author, illustrator, beginning and end	
<b>Lesson Number:</b> L-02-106	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to discuss what the poem 'Cycle to the City' could be about.</p>	 <p><b>Teaching Aids</b> 1. Poem 'Cycle to the City' at the end of the plan 2. Drawing of a bicycle</p>	 <p><b>Preparation</b> 1. Write the poem 'Cycle to the City', at the end of the plan, on the board. 2. Display a picture or drawing of bicycle. 3. Practise drawing things that can be seen in a city: tall building, car, taxi, shop, market.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Pupils say the correct date. Write the date on the board.
3. **Say:** Today we will look at the title of a poem and guess what the poem is about.

### Introduction to the New Material (10 minutes)

1. Point to the picture of a bicycle.  
**Ask:** What is this? Raise your hands. Choose a pupil to answer. (Answer: bicycle)  
**Say:** Well done!  
**Ask:** What do we use a bicycle for? Raise your hands. Choose a pupil to answer alternating between boys and girls. (Answer: Ride, carry things, go from one place to another.)  
**Say:** Well done! We say 'cycle' when we ride a bicycle.  
**Say:** Repeat with me, cycle, cycle, cycle. Act out riding a bicycle.
2. **Ask:** Where do people cycle? Raise your hands. Choose pupils to answer alternating between boys and girls. Pupils may give you a lot of answers. Accept all answers. (Answers: To town, to church/mosque, to market, to school, to the beach, to the city). Write the words on the board. For example: town, market, beach.
3. **Say:** We can cycle to many places. We cycle to town. We cycle to the market. We cycle to the beach.
4. Divide the class into two groups. Point to the left side.  
**Say:** We cycle to..... Point to the first word. The class says 'We cycle to town.'  
Point to the right side. **Say:** We cycle to ..... Point to the second word. The class says 'We cycle to the market.'  
Repeat with all the words.

### Guided Practice (10 minutes)

1. **Say:** Here is the name of our new poem: 'Cycle to the City'. Write the title on the board. Underline the title.
2. **Ask:** Can you read the name? Point to the title. The class responds: 'Cycle to the City.' If no pupils can read the words, help them.

3. **Ask:** What do you think the poem is about? Point to the word 'Cycle.'  
**Ask:** What do we do when we cycle? Show me. Ask for 2 volunteers (1 boy and 1 girl) to come to the front to act out cycling.
4. Point to the word city. **Say:** 'City.' **Say:** Repeat with me, city, city, city.  
**Ask:** What is a city? Some pupils may be able to answer. If not, tell the pupils that a city is a big town. Name a few cities in Sierra Leone. For example: Freetown, Bo.
5. **Ask:** What is the poem about? Raise your hands. Some pupils may be able to answer. (Answer: Going to a big town on your bicycle.) If no pupils can answer, tell them what the poem will be about.

#### **Independent Practice** (10 minutes)

1. **Say:** Let us draw some of the things we can see in the city.  
**Ask:** What can we see in the city? Pupils give answers. For example: cars, buildings, people, market, shops, football stadium. Draw the items the class mentions on the board.
2. **Say:** Draw your own pictures of what you may see in the city.
3. Walk around or look at the pupils and help them to choose words and draw pictures that can be seen in a city.
4. **Say:** Show your friend your picture. Tell them what you drew.

#### **Closing** (2 minutes)

1. **Ask:** What did we draw today? (Answer: Pictures of the city)
2. **Say:** Very good.

<b>Lesson Title:</b> Poem: 'Cycle to the City'	<b>Theme:</b> Print concepts: title, author, illustrator, beginning and end. Letter work: Soft Cc	
<b>Lesson Number:</b> L-02-107	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the soft 'Cc' sound and read the poem with the class.	 <b>Teaching Aids</b> Poem 'Cycle to the City' at the end of the plan	 <b>Preparation</b> Write the poem 'Cycle to the City', at the end of the plan, on the board.
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Pupils say the correct date. Write the date on the board.
3. **Ask:** What was the name of the poem we talked about yesterday?
4. **Say:** Today we will read the poem 'Cycle to the City'.

### Introduction to the New Material (10 minutes)

1. **Ask:** What is our poem about? Raise your hands. Choose 2 volunteers (1 boy and 1 girl) to answer. (Answer: Going to a big town on your bicycle.)
2. Point to the poem on the board.  
**Say:** This is the title, Read it with me 'Cycle to the City'. The pupils read.
3. Point to the first letter in cycle. **Say:** Sometimes we say 's (c)' but we write 'see' (c). Look at this word. We say 'cycle' not 'kycle.' Say with me: cycle, cycle, cycle. Can you see another word with a soft 'c'? Some pupils may be able to answer. (Answer: city) **Say:** city, city, city.
4. Point to the first line: Bicycle or tricycle. **Say:** Read with me. Point to the words. The pupils read the line. **Ask:** What is a tricycle? If no one can answer, tell the pupils that a bicycle has two wheels and a tricycle has three wheels.
5. Point to the next line: Cycling's so much fun. **Say:** Read with me. Point to the words. The pupils read the line.
6. Continue pointing to the lines and reading with the pupils till the end of the poem.
7. **Say:** Now let us read the whole poem together. Point to the words. The pupils read with you.

### Guided Practice (10 minutes)

1. **Say:** Let's answer some questions about the poem. Raise your hands to answer. What is the title of the poem? (Answer: Cycle to the city). Point to the correct line. Choose 2 volunteers (1 boy and 1 girl) to answer.
2. Repeat for all the questions.
  - a. What kind of cycle can you go on? (Answer: Bicycle or tricycle)
  - b. What is your destination? (Answer: The place you are going to)
  - c. What comes after 'Cycle here'? (Answer: Cycle there)
  - d. What is the first place you can cycle to? (Answer: The city)
  - e. What is the second place you can cycle to? (Answer: The town)
  - f. What is the third place you can cycle to? (Answer: The village)
  - g. What word is missing – Cycle up and \_\_\_\_\_? (Answer: down)

- h. You can cycle fast and you can cycle \_\_\_\_\_? (Answer: slow)
3. **Say:** Well done! Let's read the poem again.

**Independent Practice** (10 minutes)

1. Tell the pupils to make pairs with the pupil near them. Give them a minute to get in pairs.
2. **Say:** Read the poem with your partner. Take turns to read the verses. Each person will read one verse. Walk around and help the pairs.
3. **Say:** Which pairs would like to perform their poem? Raise your hands. Choose two or three pairs to say their poem to the class.

**Closing** (2 minutes)

1. **Ask:** What sound did we learn today? Raise your hands. (Answer: c (soft c))
2. **Say:** Very good.

[*POEM: CYCLE TO THE CITY*]

from RAISES Reader Class 2.

Bicycle or tricycle,  
Cycling's so much fun.  
You'll reach your destination  
And wish you'd just begun.

Cycle here,  
Cycle there,  
You can cycle  
everywhere.

Cycle to the city,  
Cycle to the town,  
Cycle to the village,  
Cycle up and down.

Cycle fast,  
Cycle slow,  
Cycle  
everywhere you go

<b>Lesson Title:</b> Explanations	<b>Theme:</b> Print concepts: Title, author, illustrator, beginning and end	
<b>Lesson Number:</b> L-02-108	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to list and explain reasons why bicycles help us.</p>	 <p><b>Teaching Aids</b> 1. Poem 'Cycle to the City' at the end of the plan 2. Pictures or drawings of a bicycle, tricycle and motorcycle.</p>	 <p><b>Preparation</b> 1. Write the poem 'Cycle to the City', at the end of the plan, on the board. 2. Display pictures or drawings of a bicycle, tricycle, motorcycle. 3. Draw three columns on one side of the board.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Pupils say the correct date. Write the date on the board. **Say:** Let's review. **Read** the poem 'Cycle to the City.' Point to the words on the board. The pupils read the words with you. **Say:** Today we will talk about bicycles and why they are useful.

### Introduction to the New Material (10 minutes)

1. **Ask:** What is our poem about? Raise your hands. Choose a volunteer to answer. (Answer: Cycling) **Ask:** What do we use to cycle? Choose 2 volunteers (1 boy and 1 girl) to answer. If the pupils do not have all the answers, add them yourself. (Answer: bicycle, tricycle, motorcycle)
2. Point to the picture of the tricycle. **Ask:** What is this? **Ask:** Who usually rides a tricycle? (Answer: children) **Ask:** Why do children ride tricycles? (Answer: For fun, to learn to ride) Write tricycle at the top of the first column.
3. Point to the picture of the bicycle. **Ask:** What is this? **Ask:** Who usually rides a bicycle? (Answer: children, men, women) **Ask:** Why do people ride bicycles? (Answer: for fun, to get to places, to carry things) Write bicycle at the top of the second column.
4. Point to the picture of the motorcycle. **Ask:** What is this? **Ask:** Who usually rides a motorcycle? (Answer: adults) **Ask:** Why do people ride motorcycles? (Answer: for fun, to get to places, to carry things) Write motorcycle at the top of the third column.
5. **Say:** Let's read the kinds of cycles together. Point to the words and repeat – tricycle, bicycle, motorcycle.

### Guided Practice (10 minutes)

1. Point to the first column. **Ask:** What is this? (Answer: tricycle) **Ask:** Why are tricycles useful? Raise your hands. Choose 4 volunteers (2 boys and 2 girls) to answer. Write the answers under the word tricycle. For example: fun, learn. Read the words with the pupils three times.
2. **Say:** Let us draw a picture. Draw a picture of a small child riding a tricycle. A stick figure is fine. **Ask:** What is happening? (Answer: The baby is riding the tricycle.)
3. Point to the second column. **Ask:** What is this? (Answer: bicycle) **Ask:** Why are bicycles useful? Raise your hands. Choose 4 volunteers (2 girls and 2 boys) to answer. Write the answers under

the word bicycle. For example: fun, go places, carry people, carry charcoal. Read the words with the pupils three times.

4. **Say:** Let us draw a picture. Draw a picture of a person riding a bicycle with firewood on the back. **Ask:** What is happening? (Answer: The bicycle is carrying firewood.)
5. Point to the third column. **Ask:** What is this? (Answer: motorcycle) **Ask:** Why are motorcycles useful? Raise your hands. Choose 4 volunteers (2 boys and 2 girls) to answer. Write the answers under the word motorcycle. For example: go places, taxi, carry charcoal, carry wood. Read the words with the pupils three times.
6. **Say:** Let us draw a picture. Draw a picture of two people on a motorcycle.
7. **Ask:** What is happening? (Answer: The motorcycle is carrying people/it is a taxi.)
8. **Say:** These are reasons why cycles are useful. Let's read together. Read all the words on the board together.

### **Independent Practice** (10 minutes)

1. Tell the pupils to get in pairs. Give them a minute to get in pairs.
2. **Say:** Talk about the words and the pictures. **Ask:** Why are bicycles useful? Walk around and help the pairs to make a list of the uses of bicycles. Give pupils 2 minutes to talk with their partner.
3. **Say:** Open your exercise books. **Say:** Draw a picture of a bicycle. Write three things we use a bicycle for. Walk around and support the pupils who need extra help. Give pupils 7 minutes to draw and write.

### **Closing** (2 minutes)

1. **Ask:** What did we talk about today? Raise your hands. (Answer: bicycles/uses of bicycles)
2. **Say:** Very good.

[*POEM: CYCLE TO THE CITY*]

from RAISES Reader Class 2.

Bicycle or tricycle,  
Cycling's so much fun.  
You'll reach your destination  
And wish you'd just begun.

Cycle here,  
Cycle there,  
You can cycle  
everywhere.

Cycle to the city,  
Cycle to the town,  
Cycle to the village,  
Cycle up and down.

Cycle fast,  
Cycle slow,  
Cycle  
everywhere you go.

<b>Lesson Title:</b> Beginning and end of a book	<b>Theme:</b> Print concepts: Title, author, illustrator, beginning and end Letter work: Soft Cc	
<b>Lesson Number:</b> L-02-109	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to show the beginning and the end of a book.</p>	 <p><b>Teaching Aids</b> 1. A large story or picture book 2. A books for each pupil</p>	 <p><b>Preparation</b> 1. Find, or make, a large story or picture book. 2. Find enough books for each pupil to have one; they do not have to be the same. 3. Before the lesson, write these words on the board: beginning, end.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Pupils say the correct date. Write the date on the board.
3. **Say:** Let's revise! **Ask:** How do you turn the pages of a book? Show me. The pupils mime turning pages carefully.
4. **Say:** Today we will talk about parts of a book.

### Introduction to the New Material (10 minutes)

1. Hold up the big book you have chosen.  
**Ask:** What is this? Raise your hands. Choose a pupil to answer. (Answer: A book, a storybook, a picture book)
2. **Say:** Look at the front of the book. We call this the cover of the book. Hold the book up. If possible, walk around so that the pupils at the back can also see the cover.
3. **Ask:** What can you see? The pupils tell you what they see on the cover. (Possible answers: writing, the name of the book, a picture, the name of the person who wrote the book)
4. **Say:** Do you remember what we called the name of a poem? (Answer: The title) Point to the title of the book. **Say:** We also call the name of a book the title. **Say:** Repeat after me – title, title, title. Pupils repeat three times.
5. Open the book to the front page. **Say:** The title is usually repeated on this page. Point to the title.  
**Ask:** What is this? (Answer: The title) **Say:** The beginning of the book tells us the title. It tells us what the book is about. Point to the word 'beginning' on the board.
6. Turn to the back cover of the book. **Say:** This is the end of the book. This is the back cover.  
**Ask:** What can you see? Raise your hands. Choose some pupils to tell you what they see.
7. Open to the last page. **Say:** Some books say 'The end' on the last page. If you have a book that says 'The end' point to the words. **Ask:** What does this say? **Ask:** What does this mean? Choose a pupil to answer. (Answer: The story is finished). If no one answers, tell them that 'The end' means the story is finished.
8. **Say:** The end of the books tells us the book is finished. Point to the word 'end' on the board.

### **Guided Practice** (10 minutes)

1. If possible, hand out the books to the pupils. If you do not have books available, hold up the book to the class.
2. **Say:** Let's point to the front cover of our books. This is the beginning of the book.  
**Ask:** What can you see on the cover?  
**Ask:** What is the title of your book?  
**Ask:** What are the pictures about?
3. **Say:** Let's open our books on the first page.  
**Ask:** What can you see? Read the words. (Answer: Pupils describe what they see) Walk around and help the pupils who do not understand.
4. **Say:** Let's turn the pages. Get to the last page.  
**Ask:** Does your book say 'The end'? (Answer: some books may say 'The end.' Others may not.)  
**Ask:** What happens at the end of a book? (Answer: the book is finished). Walk around and help the pupils who do not understand.
5. **Say:** Let's close our books. Look at the back cover.  
**Ask:** What is at the end of the book? (Answer: Pupils describe what they see). Walk around and support the pupils who do not understand.

### **Independent Practice** (10 minutes)

1. **Say:** Draw a picture of the front cover of your book. Write the title. Give pupils 4 minutes to draw.
2. **Say:** Draw a picture of the back cover of your book. Give pupils 4 minutes to draw.
3. **Say:** Write 'beginning' next to picture 1. Write 'end' next to picture 2.  
Point to the words on the board.
4. **Ask:** What is at the beginning of a book? Raise your hands. (Answer: The title/the cover)  
**Ask:** What is at the end of a book? Raise our hands. (Answer: The back cover/the end of the story)  
**Say:** Well done!

### **Closing** (2 minutes)

1. **Ask:** What did we talk about today? (Answer: beginning and end of books.)
2. **Say:** Very good.

<b>Lesson Title:</b> Missing words	<b>Theme:</b> Print concepts: Title, author, illustrator, beginning and end	
<b>Lesson Number:</b> L-02-110	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to add missing words to make a sentence.</p>		<p><b>Teaching Aids</b> Poem 'Cycle to the City' at the end of the plan.</p>		<p><b>Preparation</b> Write the poem 'Cycle to the City', at the end of the plan, on the board.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Pupils say the correct date. Write the date on the board.
3. **Say:** Let's revise! Let's read the poem 'Cycle to the City' again. **Read** the poem with the pupils pointing to the words as you read.
4. **Say:** Today we will write sentences.

### Introduction to the New Material (10 minutes)

1. Write this sentence on the board: Cycle to the city. **Say:** Read with me. Point to each word. The pupils read the sentence.
2. Rub the word 'Cycle' off the board.  
**Ask:** How can we get to the city? Raise your hands. Choose a pupil to answer. (Answer: Cycle)
3. **Say:** That is right. We can ride a bicycle to the city.  
**Ask:** How else can we get to the city? **Ask:** How else can we travel? Raise your hands. Choose 4 volunteers (2 boys and 2 girls) to answer. If pupils cannot answer, give them some ideas. (Answers: You can walk, you can drive, you can fly, run.) Write the verbs on the right side of the board – walk, drive, fly, run.
4. **Say:** Let us change our sentence. Instead of 'Cycle to the city' let us write 'Drive to the city.' In the space in the sentence, write 'Drive.' **Say:** Let's read our new sentence. Drive to the city.  
**Say:** Read with me. Drive to the city.
5. Rub out the words 'Drive.' Continue making new sentences with the verbs written on the board.

### Guided Practice (10 minutes)

1. **Say:** We have made some new sentences. We put new words in the gap. Rub off the sentence but leave the verbs on the board. Write the sentence 'Cycle to the city' again.
2. **Ask:** Can we change our sentence some more? **Ask:** What can we rub out? Guide the pupils to say 'city.' Rub out the word 'city.'
3. **Ask:** What could we put in place of 'city'? Guide pupils to say other places. For example: town, village, beach, market, etc. Write the words on the left side of the board.
4. **Ask:** Who can make a new sentence for us? Choose a pupil to write a word in the space. For example: Cycle to the market. Encourage the class to help spell the word.  
**Say:** Let's read our new sentence. The pupils read the sentence as you point to the words.
5. Continue making new sentences for the other words on the left of the board alternating between boys and girls.

6. **Say:** Now let's fill in two missing words. Rub out the first and last words.  
Example: \_\_\_\_\_ to the \_\_\_\_\_.
7. Ask the pupils for ideas for the first gap. Remind them to choose words on the right side of the board. Choose one pupil to fill in the first blank. Remind them to use a capital letter at the start of the sentence.
8. Ask the pupils for ideas for the second blank. Remind them to choose words on the left side of the board. Choose one pupil to fill in the blank. Remind them to use a full stop at the end of the sentence.
9. Read the new sentence together. **Say:** Well done! You made a brand new sentence.

**Independent Practice** (10 minutes)

1. **Say:** Open your exercise books. **Say:** Write the sentence on the board. Fill in the missing words. Walk around and help the pupils who need extra help. Give pupils 5 minutes to write.
2. **Say:** Draw a picture for your sentence. Walk around and help the pupils who need extra help. Give pupils 5 minutes to draw.
3. **Say:** Well done! You have written sentences today.

**Closing** (2 minutes)

1. **Ask:** What did we learn today? (Answer: to write new sentences.)
2. **Say:** Very good.

[*POEM: CYCLE TO THE CITY*]

from RAISES Reader Class 2.

Bicycle or tricycle,  
Cycling's so much fun.  
You'll reach your destination  
and wish you'd just begun.

Cycle here,  
Cycle there,  
You can cycle  
everywhere.

Cycle to the city,  
Cycle to the town,  
Cycle to the village,  
Cycle up and down.

Cycle fast,  
Cycle slow,  
Cycle  
everywhere you go.

<b>Lesson Title:</b> Poem: 'Musa Go Go'	<b>Theme:</b> Response to reading	
<b>Lesson Number:</b> L-02-111	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

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

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Pupils say the correct date. Write the date on the board.
3. **Say:** Today we will read a new poem.

### Introduction to the New Material (15 minutes)

1. **Ask:** Have you ever been fishing? Raise your hands. Choose 2 volunteers (1 boy and 1 girl) to tell the class about fishing.
2. **Say:** Today we are going to read a poem about a boy called Musa. He went fishing.
3. **Say:** Musa, Musa, go to the shop. Speak slowly and clearly. As you say the words, point to them on the board. Ask pupils to explain the meaning.
4. **Say:** Musa, Musa, Hop – hop – hop! Speak slowly and clearly. As you say the words, point to them on the board. Ask pupils to explain the meaning.
5. **Say:** Musa, Musa, what will you get? Speak slowly and clearly. As you say the words, point to them on the board. Ask pupils to explain the meaning.
6. Continue reading one line of the poem at a time slowly and clearly, pointing to the words as you read. Check pupils understand.
7. Repeat the whole poem with the class.

### Guided Practice (5 minutes)

1. **Say:** Let's talk. **Ask:** Who is Musa? Raise your hands. Choose a pupil to answer. (Answer: A boy)
2. **Ask:** What did Musa do? Raise your hands. Choose 2 volunteers (1 boy and 1 girl) to answer the question. Guide the pupils to tell you the sequence of the story. (Answer: Musa went to the shop, he bought a net, he threw the net in the water, he caught a fish, he cooked the fish)
3. **Say:** Make a pair with a person sitting nearby. Give them a minute to make pairs.
4. **Say:** Talk about the poem with your partner. Tell your partner what the poem is about. Take turns. If it is possible, walk around the room checking that pupils are doing the activity. Help them with the words if they can't remember.
5. **Say:** Let us read the whole poem again together. Point to the word as you read together.

### Independent Practice (10 minutes)

1. **Say:** Open your exercise books. **Say:** Draw a picture of Musa fishing. If possible, walk around and check that they have drawn a picture of a boy with a net. Ask questions like: Where is the water? What is he using to fish? Where did he get the net? Give pupils 6 minutes to draw their picture.
2. Write the words 'Musa got a fish' on the board. Point to the words. **Say:** Copy the words under your picture. Read the words to your friend.

3. Ask pupils to hold up their work for you to see.

**Closing** (2 minutes)

1. **Say:** Let's read the poem again.
2. Read the poem together, pointing to the words as you read.
3. **Say:** Very good.

[*POEM: MUSA GO-GO*]

from RAISES Reader – Class 2, Page 14.

Musa, Musa,  
Go to the shop.  
Musa, Musa,  
Hop-hop-hop!

Musa, Musa,  
What will you get?  
Musa, Musa,  
A big, big net.

Musa, Musa,  
Throw the net.  
Musa, Musa,  
Get it wet!

Musa, Musa,  
Got a fish.  
Musa, Musa,  
Fry, fry fish!

<b>Lesson Title:</b> Making sense of a text	<b>Theme:</b> Response to reading Blend/Diagraph /sh/	
<b>Lesson Number:</b> L-02-112	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to ask questions when reading a poem or story.</p>		<p><b>Teaching Aids</b> Poem 'Musa Go Go' at the end of the plan</p>		<p><b>Preparation</b> Write the poem 'Musa Go Go', at the end of the plan, on the board.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond. **Say:** Today is...? Pupils say the correct date. Write the date on the board. **Say:** Let's revise. Let's say the poem 'Musa Go Go' together.
2. **Say:** Today we will ask questions about our poem.

### Introduction to the New Material (10 minutes)

1. **Ask:** Who can tell me what our poem this week is about? Raise your hands. Choose 4 volunteers (1 boy and 1 girl) to tell the class the different stages of the poem. (Answer: Musa goes to the shop, Musa buys a net, Musa goes fishing, Musa catches a fish. He cooks it)
2. **Say:** Today we are going to read our poem. We will stop and ask questions.
3. Read the first lines of the poem. **Say:** Musa, Musa, Go to the shop. Point to the words.  
**Ask:** Where is Musa going? Raise your hands. Choose a pupil to answer. (Answer: To the shop)
4. **Say:** Musa, Musa, Hop – hop – hop! Point to the words. **Ask:** How does Musa go? Raise your hands. Choose a pupil (alternating between boys and girls) to answer. (Answer: Hop-hop-hop)  
**Ask:** How do we hop? **Ask:** Who will show us? Choose 2 volunteers (1 boy and 1 girl) to come to the front and show the class how to hop.
5. **Say:** Musa, Musa, what will you get? Point to the words. **Ask:** What does the poet ask Musa? Raise your hands. Choose a pupil to answer (alternating between boys and girls). (Answer: What he will buy) **Ask:** How do you know this is a question? (Answer: there is a question mark). Ask a volunteer to come and point to the question mark in the poem.
6. **Say:** Musa, Musa, A big, big net. Point to the words. **Ask:** What size is the net? Raise your hands. Choose a volunteer to answer. (Answer: Very big) **Ask:** How do you know the net is very big? Choose a volunteer to come and point to the words 'big, big.'
7. **Say:** Musa, Musa, throw the net. Point to the words. **Ask:** What does Musa do with the net? Raise your hands. Choose a pupil to answer. (Answer: Throw the net) **Ask:** Who can show us how to throw a fishing net? Choose 2 volunteers (1 boy and 1 girl) to come and show the class.
8. **Say:** Musa, Musa, get it wet! Point to the words. **Ask:** How does the net get wet? Raise your hands. Choose a pupil to answer. (Answer: The net is in the sea/river /lake) **Ask:** Can you see two rhyming words? Raise your hands. Some pupils may be able to answer. (Answer: get and wet)
9. **Say:** Musa, Musa, Got a fish. Point to the words. **Ask:** What does Musa get? Raise your hands. Choose a volunteer to answer. (Answer: a fish) **Ask:** What is another way to say 'Got a fish'? (answer: Caught a fish)
10. **Say:** Musa, Musa, Fry, fry fish. Point to the words. **Ask:** What does Musa do to the fish? Raise your hands. Choose a pupil to answer. (Answer: Cook/fry the fish)  
**Ask:** What do you fry a fish in? (Answer: A pan).

### **Guided Practice** (10 minutes)

1. Divide the pupils into two groups. **Say:** I will ask questions. Take turns to answer.
2. Read the words 'Musa, Musa, Go to the shop.' Point to the right side. **Ask:** What is the boy's name? (Answer: Musa) Point to the left side. **Ask:** Where does he go? (Answer: To the shop)
3. **Say:** Now you are going to ask questions. Who wants to ask a question about the poem? Raise your hands. Choose a volunteer to come to the front. **Ask:** Which side will you ask? Left or right? The pupil points to one side. **Say:** Ask your question. The pupil asks a question. Guide the pupil to form the question correctly. The group answers. **Say:** Well done! Who will ask the other group a question? Choose another pupil alternating between boys and girls). Help them form their question and ask it.
4. Continue asking for volunteers to ask the groups questions about the poem for 7 minutes.

### **Independent Practice** (10 minutes)

1. Tell pupils to get in pairs. **Say:** Ask your partner questions about the poem. Take turns asking each other questions. If possible, walk around and help the pupils ask good questions.
2. **Ask:** Who will share their question with the class? Choose 4 volunteers (2 boys and 2 girls) to ask the class their question.

### **Closing** (2 minutes)

1. **Say:** Let's read the poem again. Read the poem with the class pointing to the words as you read.
2. **Say:** Very good, today we practiced asking questions about our poem. Thank you, class. Pupils say: Thank you.

[*POEM: MUSA GO-GO*]

from RAISES Reader – Class 2, Page 14.

Musa, Musa,  
Go to the shop.  
Musa, Musa,  
Hop-hop-hop!

Musa, Musa,  
What will you get?  
Musa, Musa,  
A big, big net.

Musa, Musa,  
Throw the net.  
Musa, Musa,  
Get it wet!

Musa, Musa,  
Got a fish.  
Musa, Musa,  
Fry, fry fish!

<b>Lesson Title:</b> Words with /sh/	<b>Theme:</b> Response to reading Blend/Diagraph /sh/	
<b>Lesson Number:</b> L-02-113	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read, write and illustrate words with /sh/.</p>	 <p><b>Teaching Aids</b> Poem 'Musa Go Go' at the end of the plan</p>	 <p><b>Preparation</b> 1. Write the poem 'Musa Go Go', at the end of the plan, on the board. 2. Practise drawing simple pictures of /sh/ words: fish, dish, ship, shop, shark, shoe. 3. Write the diagraph 'sh' on the board.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Pupils say the correct date. Write the date on the board.
3. **Say:** Today we will read, write and draw pictures with /sh/.

### Introduction to the New Material (10 minutes)

1. Point to 'sh' on the board.  
**Ask:** Who can tell me what this sound is? Some pupils may be able to say 'sh.' If not, tell them that when you put a 's' and a 'h' together in English, it says 'sh'. **Say:** Say with me – sh – sh – sh.'
2. Point to the poem on the board. **Say:** Let us read together. Point to each word. The pupils read with you.
3. **Ask:** Can you see any words with 'sh' in our poem? Raise your hands. Choose two volunteers (1 boy and 1 girl) to answer. (Answer: shop and fish)  
**Write:** shop on the board. **Ask:** Where is 'sh' in 'shop'? (Answer: At the beginning) Underline the 'sh'.  
**Write:** fish on the board. **Ask:** Where is 'sh' in 'fish'? (Answer: At the end.) Underline the 'sh'.
4. **Write:** 'sh' on the board in big letters. Write these words next to the letter 'sh': shop, fish. Say the words and point to the letters 'sh'.
5. **Ask:** Can you say more words with this letter? Raise your hands.
6. Choose 6 volunteers (3 boys and 3 girls) to give answers and write suggestions on the board (e.g. shine, shoe, dish, ship, shark, brush) Say the words and point to the letters 'sh'.
7. Point to a word next to the 'sh' (e.g. shine). **Say:** shine, shine. **Ask:** What is this? Pupils say the word.
8. Continue pointing to the words and repeating them with the class two times.

### Guided Practice (10 minutes)

1. On the left hand side of the board, quickly draw a fish. **Ask:** What is this? Raise your hands. Choose a pupil to answer.
2. Quickly draw a simple picture of another one of the words (e.g. shark). **Ask:** What is this? Raise your hands. Choose a pupil (alternating between boys and girls) to answer.
3. Continue drawing pictures with /sh/ sounds asking for volunteers to name them.

**Independent Practice** (10 minutes)

1. **Say:** Draw two pictures of words beginning with the letters 'sh'. Write the words. Give pupils 4 minutes to draw and write. Walk around the room and check that pupils are drawing pictures and writing words. As they draw **ask:** What is this? What is that? Talk about the drawings: That's a good picture. Neat writing.
2. **Say:** Draw two pictures of the words ending with the letter 'sh'. Write the words. Give pupils 4 minutes to draw and write. Walk around the room to see that pupils are drawing pictures and writing words.
3. Tell pupils to show their pictures to the person next to them and ask each other questions about their pictures.

**Closing** (2 minutes)

1. **Say:** What did you learn today? (Answer: Words with 'sh' in them).
2. **Say:** Very good.

[*POEM: MUSA GO-GO*]

from RAISES Reader – Class 2, Page 14.

Musa, Musa,  
Go to the shop.  
Musa, Musa,  
Hop-hop-hop!

Musa, Musa,  
What will you get?  
Musa, Musa,  
A big, big net.

Musa, Musa,  
Throw the net.  
Musa, Musa,  
Get it wet!

Musa, Musa,  
Got a fish.  
Musa, Musa,  
Fry, fry fish!

<b>Lesson Title:</b> Retelling	<b>Theme:</b> Response to reading	
<b>Lesson Number:</b> L-02-114	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to retell Musa Go Go in their own words.</p>	 <p><b>Teaching Aids</b> 1. Poem 'Musa Go Go' at the end of the plan 2. Pictures of the four stages in the story</p>	 <p><b>Preparation</b> 1. Write the poem 'Musa Go Go', at the end of the plan, on the board. 2. Display pictures or drawings to go with the 4 stages in the story on the board. Draw in this order:</p> <ul style="list-style-type: none"> <li>• Musa cooking a fish.</li> <li>• Musa with a net.</li> <li>• Musa going to town. (walking or hopping)</li> <li>• Musa throwing the net into the water.</li> </ul>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Pupils say the correct date. Write the date on the board.
3. **Say:** Let's revise. Let's say the poem 'Musa Go Go' together.
4. **Say:** Today we will tell the story ourselves.

### Introduction to the New Material (10 minutes)

1. Show the pupils the four pictures on the board.  
**Ask:** What can you see in the pictures? Choose four pupils to tell you what is in each picture (Answers: Musa going to the shop, Musa with the net, Musa throwing the net, Musa cooking the fish). **Say:** These pictures tell our story. This is Musa. Point to Musa in each picture.
2. Tell the story in your own words. For example: 1. Musa runs to the shop. He is happy. He hops. 2. At the shop he buys a net for fishing. The net is very big. 3. He goes to the sea. He throws the net into the water. 4. He catches a fish. He is excited. He cooks the fish. He eats the fish.
3. **Ask:** Who can tell us the story? Use your own words.
4. Choose four volunteers (2 boys and 2 girls) to come to the front. The first pupil points to picture 1. The pupil tells the first part of the story: Musa goes to the shop. Support the pupil to use their own words. Continue supporting the volunteers to tell their part of the story.
5. **Say:** Well done! Let's tell the story again. Choose 4 more volunteers (2 boys and 2 girls) to use their own words to tell one part of the story.

### Guided Practice (10 minutes)

1. **Say:** Let's play a game.
2. **Ask:** Who can point to the first picture on the board? Raise your hands. Choose a pupil to select the first picture. **Ask:** What is this part of the story? The pupil tells the class part 1 of the story.
3. Continue asking for volunteers (alternating between boys and girls) to identify the pictures in the correct story order and tell the part in their own words. Repeat 2 times with different volunteers.

**Independent Practice** (10 minutes)

1. Tell the pupils to get into pairs with a pupil nearby. Give them a minute to get into pairs.  
**Say:** Tell your partner the story using your own words and actions. Take turns.  
If possible, walk around and help the pupils tell the story in sequence.
2. **Say:** I will tell the story one more time. Listen and see if I tell it well. Tell the story again. Use expression and do actions.

**Closing** (2 minutes)

1. **Say:** You told your stories very well. You are now storytellers.
2. **Say:** Very good.

[*POEM: MUSA GO-GO*]

from RAISES Reader – Class 2, Page 14

Musa, Musa,  
Go to the shop.  
Musa, Musa,  
Hop-hop-hop!

Musa, Musa,  
What will you get?  
Musa, Musa,  
A big, big net.

Musa, Musa,  
Throw the net.  
Musa, Musa,  
Get it wet!

Musa, Musa,  
Got a fish.  
Musa, Musa,  
Fry, fry fish!

<b>Lesson Title:</b> Pausing with commas	<b>Theme:</b> Response to reading Blend/Digraph /sh/	
<b>Lesson Number:</b> L-02-115	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to pause when reading a comma in the poem about Musa.</p>		<p><b>Teaching Aids</b> Poem 'Musa Go Go' at the end of the plan.</p>		<p><b>Preparation</b> 1. Write the poem 'Musa Go Go', at the end of the plan, on the board. 2. Draw a full stop on one side of the board and a comma on the other.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Pupils say the correct date. Write the date on the board.
3. **Say:** Let's revise. I will tell our story again. Tell the story of Musa with expression and gesture.
4. **Say:** Today we will read the story. We will use commas for expression.

### Introduction to the New Material (10 minutes)

1. Point to the poem on the board.  
**Say:** Let us read together. Point to each word. The pupils read with you.
2. **Say:** Look at the first verse. I will read it. Read the first verse with no pauses for punctuation. For example: MusaMusagototheshop MusaMusahophophop. Read in a dull voice so the text is boring.
3. **Ask:** Did that sound nice? Some pupils will say 'no'.  
**Ask:** Why did it sound horrible? Some pupils may be able to answer. If not, tell the pupils you did not leave any gaps in the reading. It was hard to understand. It was boring.
4. **Say:** We can make our reading interesting. We can leave a space between words. We can stop when there is a full stop. Point to the full stop on the board.  
**Say:** This is a full stop. Say with me – full stop, full stop, full stop.  
**Say:** We can pause when there is a comma. Point to the comma on the board. **Say:** This is a comma. Say with me – comma, comma, comma.
5. **Say:** A comma tells us to pause. We don't stop, but we wait a little. Like this ....  
Walk across the room. Stop suddenly. **Say:** That is like a full stop.  
Walk fast again, and then stop briefly, before going on. **Say:** That is like a comma.
6. **Say:** Let's do that with our fingers. When point to the full stop, stop! When I point to the comma, pause! The pupils 'walk' their fingers on their desks. Point to the full stop and comma on the board at least three times each.

### Guided Practice (10 minutes)

1. **Say:** Look at the first verse of the poem. **Ask:** Can you see the commas? Ask four volunteers (2 boys and 2 girls) to come and find a comma each. Let them draw a line under each comma. For example: Musa<sub>1</sub> Musa<sub>2</sub> Go to the shop. Musa<sub>1</sub> Musa<sub>2</sub> Hop-hop-hop!
2. **Ask:** What else can you see? Some pupils may be able to say full stop and exclamation mark.

3. **Say:** Let's read the first verse. Remember to pause when you see a comma. Like this: Musa (pause) Musa (pause) Go to the shop (stop) Musa (pause) Musa (pause) Hop-hop-hop (Stop) The pupils read the first verse with you. Point to the words and the punctuation marks.
4. Continue reading the other verses of the poem emphasizing the punctuation.
5. **Say:** Let us read the whole poem together. Go a little faster.

**Independent Practice** (10 minutes)

1. Tell the pupils to get in pairs with a pupil near them. Give them a minute to get in pairs.  
**Say:** Read the poem to each other. Take turns. Pause at the comma. Stop at the full stops, exclamation marks and question marks.
2. **Say:** Open your exercise books. **Say:** Write the first verse in your book. Underline the commas. Give pupils 6 minutes to write.
3. Ask pupils to hold up their work for you to see.

**Closing** (2 minutes)

1. **Ask:** What did you learn today? (Answer: How to use commas when I read).
2. **Say:** Very good.

[*POEM: MUSA GO-GO*] from RAISES Reader – Class 2, Page 14.

Musa, Musa,  
Go to the shop.  
Musa, Musa,  
Hop-hop-hop!

Musa, Musa,  
What will you get?  
Musa, Musa,  
A big, big net.

Musa, Musa,  
Throw the net.  
Musa, Musa,  
Get it wet!

Musa, Musa,  
Got a fish.  
Musa, Musa,  
Fry, fry fish!

<b>Lesson Title:</b> Predictions: Using titles and illustrations	<b>Theme:</b> Past tense	
<b>Lesson Number:</b> L-02-116	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to discuss how the title and illustration can show what a story will be about.	 <b>Teaching Aids</b> Story 'Why Monkeys stay in trees', at end of the plan	 <b>Preparation</b> Write the story 'Why Monkeys stay in trees', at end of the plan, on the board.
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Pupils say the correct date. Write the date on the board.
3. **Say:** Today we will read a new story about a leopard and a monkey.

### Introduction to the New Material (10 minutes)

1. Point to the illustrations and the title on the board.  
**Ask:** What do you think this story is about? Ask one pupil to tell you their opinion.  
**Ask:** Do you think he/she is right? To the rest of the class.
2. Tell the pupils to look at the title and pictures you have drawn on the board.  
Point to the title: Why monkeys stay in trees.  
**Ask:** What is this? Some pupils may respond correctly. If not, **Say:** This is the title.  
**Ask:** Do you remember what the title of a story is? Raise your hands. Ask a volunteers to answer.  
(Answer: The name of the story)  
**Say:** What is the title of this story? Read with me. 'Why monkeys stay in trees'. The pupils repeat the words with you.
3. Point to the picture of the leopard and the monkey in the tree. **Say:** These are the illustrations. Illustration is another word for picture. **Ask:** What pictures can you see? Raise your hands. Ask two volunteers (1 boy and 1 girl) to tell you what they see. (Answer: A leopard and a monkey in a tree)
4. **Ask:** What do the title and the pictures tell you about the story? If the pupils are unable to answer, say 'The story is about a monkey and a leopard. The monkey did something bad. Now it has to stay in the tree.'

### Guided Practice (10 minutes)

1. **Ask:** What animals are in the story? (Answer: A monkey and a leopard)  
**Ask:** Where is the monkey? (Answer: In the tree.)  
**Ask:** What is the title of the story? (Answer: Why monkeys stay in trees.)
2. **Say:** Listen to the story. See if we guessed right about the story.
3. Read the story to the pupils slowly and clearly. Alternate between boys and girls to answer the questions.  
**Ask:** Did the story have a monkey and a leopard in it? (Answer: Yes)  
**Ask:** Did the monkey do something bad? **Ask:** What did it do? (Answer: It tied the leopard's tail to the tree)

**Ask:** Was the leopard angry? (Answer: Yes)

**Ask:** Is the monkey scared of the leopard now? (Answer: Yes)

4. **Ask:** Did we guess correctly about the story? (Answer: Yes)

#### **Independent Practice** (10 minutes)

1. **Say:** Open your exercise books. **Say:** Write the title in your book at the top of the page. Point to the words on the board. **Say:** Draw a picture of a monkey and a leopard. Give the pupils 7 minutes to draw and write.
2. **Say:** Show your pictures to a friend. Read your friend's words.

#### **Closing** (2 minutes)

1. **Say:** You drew good pictures today and used the illustrations and title to guess what the story would be about. Well done!
2. **Say:** Very good.

[*STORY: WHY MONKEYS STAY IN TREES*]

from RAISES Reader Class Two, page 15.

Long ago, Monkey and Leopard were friends.

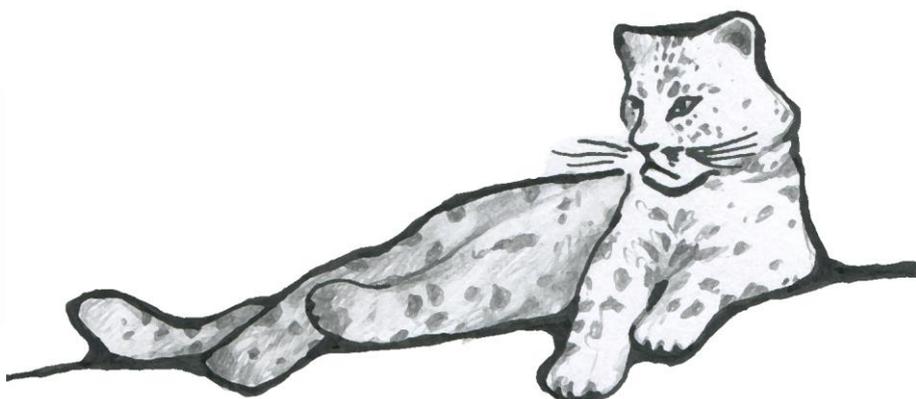
One day Monkey danced for Leopard. Leopard fell asleep.

Monkey played a trick on Leopard. He tied the tail of leopard to a tree. He shouted: 'Leopard! A fire!'

Leopard jumped up. He tried to run. His tail was tied to a tree.

Leopard was angry. He wanted to catch monkey. He could not.

Since that time, the monkey stays in trees.



<b>Lesson Title:</b> Reading: 'Why monkeys stay in trees'	<b>Theme:</b> Past tense	
<b>Lesson Number:</b> L-02-117	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read a story called Why monkeys stay in trees with the class.</p>		<p><b>Teaching Aids</b> Story 'Why monkeys stay in trees' at the end of the plan.</p>		<p><b>Preparation</b> Write the story 'Why monkeys stay in trees', at the end of the plan, on the board.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Pupils say the correct date. Write the date on the board.
3. **Ask:** What is the title of the story for this week? Raise your hands. (Answer: Why monkeys stay in trees.)
4. **Say:** Today we will read the story about the leopard and the monkey.

### Introduction to the New Material (10 minutes)

1. **Ask:** Who can remember what our story is about? Ask 4 volunteers (2 boys and 2 girls) to tell the class what they remember. **Say** to the rest of the class: Do you think they are right?
2. **Say:** Today we are going to read the story.  
Read the first line of the story: Long ago, Monkey and Leopard were friends.  
Speak slowly and clearly. As you say the words, point to them on the board. Ask pupils if they know what the line means. If they don't, tell the pupils to point to a friend. **Say:** Monkey and Leopard were friends.
3. **Say:** One day Monkey danced for Leopard. Leopard fell asleep.  
Speak slowly and clearly. Point to the words. Ask pupils if they know what the line means. If they don't, mime dancing and then sleeping.
4. **Say:** Monkey played a trick on Leopard. Speak slowly and clearly. Point to the words.  
Ask pupils if they know what a trick is. If they don't, tell them how it is like teasing.
5. **Say:** He tied the tail of leopard to a tree. He shouted: 'Leopard! A fire!'  
Speak slowly and clearly. Point to the words. **Ask:** What did the monkey do? (Answer: He tied the leopard's tail to a tree)
6. **Say:** Leopard was angry. He wanted to catch monkey. He could not.  
Speak slowly and clearly. Point to the words. Ask pupils to show you what the leopard did.  
Choose two volunteers (1 boy and 1 girl) to show the class.
7. **Say:** Since that time, the monkey stays in trees. Speak slowly and clearly. Point to the words.  
**Ask:** Why do monkeys stays in the trees? If no one can answer, tell them it is because the monkey is frightened of the leopard.
8. Read the whole story with the pupils.

### Guided Practice (10 minutes)

1. **Say:** We are going to act the story. We need two pupils to help. Choose two volunteers (1 boy and 1 girl) to come to the front.  
Point to one and **say:** You are the monkey. Point to the other and **say:** You are the leopard.

2. Tell the actors that they must listen to the story when you read. They must do the actions. Tell them you will help them.
3. Read the first line: Long ago, Monkey and Leopard were friends. Guide the actors to stand close and put their arms around each other.
4. Read the second section: One day Monkey danced for Leopard. Leopard fell asleep. Guide the actors to do the actions.
5. Repeat for all the sections of the story. **Say:** Thank you for acting for us. Well done!

**Independent Practice** (10 minutes)

1. Tell pupils to get in pairs. **Say:** Act the story with your partner. One is the monkey. One is the leopard. If it is possible, walk around and help the pupils to tell the story.
2. **Ask:** Would someone like to show us their story? Ask 2 pairs to volunteer to act for the class.
3. Read the story to the class again.

**Closing** (2 minutes)

1. **Say:** You were good actors. Well done!

[*STORY: WHY MONKEYS STAY IN TREES*]

from RAISES Reader Class Two, page 15.

Long ago, Monkey and Leopard were friends.

One day Monkey danced for Leopard. Leopard fell asleep.

Monkey played a trick on Leopard. He tied the tail of leopard to a tree. He shouted: 'Leopard! A fire!'

Leopard jumped up. He tried to run. His tail was tied to a tree.

Leopard was angry. He wanted to catch monkey. He could not.

Since that time, the monkey stays in trees.

<b>Lesson Title:</b> Past tense	<b>Theme:</b> Past tense	
<b>Lesson Number:</b> L-02-118	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to group verbs from the story as actions that already happened, or past tense.</p>	 <p><b>Teaching Aids</b> Story 'Why monkeys stay in trees' at the end of the plan</p>	 <p><b>Preparation</b> 1. Write the story 'Why monkeys stay in trees', at the end of the plan, on the board. 2. Write these words on the board: past, present.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Pupils say the correct date. Write the date on the board.
3. **Say:** Let's read out story 'What monkeys stay in trees'. Read the story together, using expression and actions.
4. **Say:** Today we will read the story about past and present tense.

### Introduction to the New Material (10 minutes)

1. **Ask:** What day is it today? Raise your hands. Choose a volunteer to say the day of the week. For example: Wednesday. **Ask** the class: Is s/he right? **Ask:** What day was it yesterday? Raise your hands. Choose a volunteer (alternating between boys and girls) to say the day of the week. For example: Tuesday. **Ask** the class: Is s/he right?
2. **Say:** Today we are going to talk about our story. **Ask:** When did the story happen? Point to the words 'Long ago.' **Say:** The words 'long ago' tell us that the story happened in the past.
3. Point to the words 'Since then' at the end of the story. **Say:** These words tell us that monkeys are still scared of the leopard, so they still stay in trees.
4. Point to the word past on the board. **Say:** We are going to read our story and look for the words that tell us what happened in the past.
5. **Say:** Let's start at the beginning. Read and point to the first line: Long ago, Monkey and Leopard were friends. **Ask:** What does 'Long ago' tell us? Raise your hands. Some pupils will be able to tell you. (Answer: The story happened in the past.) If not, tell the pupils the answer. **Ask:** What other word tells us this happened in the past? (Answer: were friends) If the pupils are unable to answer, point to the word 'were'. **Say:** This word says this happened in the past. Let's underline were.
6. Point to the second line and read it to the class. **Say:** One day Monkey danced for Leopard. Leopard fell asleep. Which words tell us this was in the past? (Answer: danced, fell asleep) Underline the words danced and fell asleep.
7. Continue reading the story underlining past tense verbs: played, tied, shouted, jumped, tried, was, wanted, could.
8. Point to the word present on the board. **Say:** We are going to read our story and look for the words that tell us what is *still* happening in the present.
9. Point to line 8. **Say:** Since that time, the monkey stays in trees.
10. **Ask:** What word tells us that monkeys still stay in the trees. (Answer: stays) Circle the word 'stays.'

### Guided Practice (10 minutes)

1. **Say:** Let's play a game. I need someone to help me. Choose a volunteer to come to the front. Ask them to point to the words 'past' or 'present' on the board.  
**Say:** Point to the word on the board. **Ask** the class: What does this say? (Answer: past) **Say:** Point to the other word on the board. **Ask** the class: What does this say? (Answer: present)
2. **Say:** I will point to a word in the story. Class, you must say which word to point to. Point to the underlined and circled words in the story. The class calls out 'past' or 'present.' The pupil in front points to the correct word on the board.
3. **Say:** Let's play again. Choose a different pupil (alternating boys and girls) to point. Point to the words in a random order.
4. **Say:** Now we will write the words that tell us about the past on the board.  
Write Past on the board. Point to the underlined words. The pupils read the words. Write the words on the board under Past.
5. **Ask:** What word tells us the monkeys still stay in the trees? (Answer: stays)  
Write the word Present on the board. Write the word 'stays' under Present.

### Independent Practice (10 minutes)

1. **Say:** Open your exercise books. **Say:** Draw a line down the middle of your page. Demonstrate on the board.
2. **Say:** Write 'Past' at the top of the left column and 'Present' at the top of the right column.  
Write the words that tell us about the past in the left column. Write the word that tells us about the present in the right column. Walk around and help the pupils to copy the words correctly.  
Give pupils 8 minutes to write.
3. Ask pupils to hold up their work for you to see.

### Closing (2 minutes)

1. **Ask:** What did you learn today? (Answer: words that tell us about the past)
2. **Say:** Very good. Thank you, class. Pupils say: Thank you.

[STORY: WHY MONKEYS STAY IN TREES] from RAISES Reader Class Two, page 15.

Long ago, Monkey and Leopard were friends.

One day Monkey danced for Leopard. Leopard fell asleep.

Monkey played a trick on Leopard. He tied the tail of leopard to a tree. He shouted: 'Leopard! A fire!'

Leopard jumped up. He tried to run. His tail was tied to a tree.

Leopard was angry. He wanted to catch monkey. He could not.

Since that time, the monkey stays in trees.

<b>Lesson Title:</b> Letter Tt	<b>Theme:</b> Past tense Letter work: Tt	
<b>Lesson Number:</b> L-02-119	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read, write and illustrate words with 'Tt'.</p>	 <p><b>Teaching Aids</b> The alphabet</p>	 <p><b>Preparation</b> 1. Write the alphabet at the top of the board (or use an alphabet strip). 2. Write 'T' on one side of the board and 't' on the other. 3. Practice drawing simple pictures of words with Tt: tail, tree, teacher, table, tap, tie.</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Pupils say the correct date. Write the date on the board.
3. **Say:** Let's revise. Say the letters of the alphabet with me. Point to the letters. The class says the letter names.
4. **Say:** Today we will read, write and draw pictures with Tt.

### Introduction to the New Material (10 minutes)

1. Point to letter Tt on the board.  
**Ask:** Who can tell me what this sound is? Choose a pupil to tell you. **Ask:** What is its name? (Answer: Tee) What is its sound? (Answer: /t/)
2. **Ask:** What words start with upper case 'T'? Who can tell me? Choose 4 volunteers (2 boys and 2 girls) to give you some words starting with upper case T. For example: Tuesday, Tamba, Tonkolili.  
**Say:** Well done!
3. **Ask:** Do you remember any words starting with 't' in our story this week? Raise your hands. Choose 2 volunteers (1 boy and one girl) to answer. Some pupils may remember. If not, tell them the words. Write them on the board. (Answer: tree, tail, tie)
4. Write 't' on the board in upper case letters. Write the 't' words from the story next to the letter: tree, tail, tie. Say the words and point to the letter 't'.
5. **Ask:** Can you say more words beginning with this letter? Raise your hands!
6. Choose 6 volunteers (3 boys and 3 girls) to give answers and write suggestions on the board. (e.g. teacher, table, tap) Say the words and point to the letters 't' in the words.
7. Point to a word next to the 't' (e.g. tree). **Say:** tree, tree. **Ask:** What is this? Pupils say the word.
8. Continue repeating the remaining words next to 't' (e.g. tail, tie, teacher, table, tap).

### Guided Practice (10 minutes)

1. **Say:** Let's play a game. On the left hand side of the board, quickly draw a tree.  
**Ask:** What is this? Raise your hands! Choose a volunteer to give the answer.
2. Quickly draw a simple picture of another one of the words (e.g. table).  
**Ask:** What is this? Raise your hands! Choose a volunteer to give the answer alternating between boys and girls.

3. Continue drawing 't' pictures for 6 minutes with volunteers pronouncing the words.

**Independent Practice** (10 minutes)

1. **Say:** Open your exercise books. **Say:** Draw five pictures of the words beginning with the letter 't'. Write the words. Give pupils 8 minutes to draw and write.  
Walk around the room and check that pupils are drawing pictures and writing words.
2. **Say:** Show your pictures to a friend. Read your friend's words.

**Closing** (2 minutes)

1. **Ask:** What did you learn today? (Answer: Words starting with Tt).
2. **Say:** Very good.

<b>Lesson Title:</b> Decoding words	<b>Theme:</b> Past tense Letter work: Tt	
<b>Lesson Number:</b> L-02-120	<b>Class/Level:</b> Class 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to decode and write regularly spelled, 1- or 2-syllable words.</p>	 <p><b>Teaching Aids</b> Words and pictures for look, cover, write, check</p>	 <p><b>Preparation</b> 1. Write these 'Tt' words on the board: tail, tree, teacher, table, tap, tie. 2. Write these words on the board: monkey, tree, tail, sleep. 3. Write these words and matching pictures on the board: Look – eye Cover – hand covering a word Write – a pen Check – another eye</p>
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### Opening (3 minutes)

1. Greet the class and guide pupils to respond. **Say:** Today is...? Pupils say the correct date. Write the date on the board. **Say:** Let's revise. Point to the 'Tt' words on the board. **Say:** Read with me. Rub the 'Tt' words off.
2. **Say:** Today we will learn to spell some words from our story.

### Introduction to the New Material (10 minutes)

1. **Say:** When we see a new word, we need to learn to read it. Point to 'sleep.' Make a diagonal line between sl and eep - sl/eep.
2. **Say:** We can break the word into two sounds.  
**Ask:** What does the first sound say? Support the pupils to say 'sl'. Repeat the sound three times – sl, sl, sl. **Ask:** What does the second sound say? Support the pupils to say 'eep'. Repeat the sound three times – eep-eep-eep.
3. **Say:** When we put the sounds together we get sl-eep, sleep. **Say with me:** sl-eep, sleep; sl-eep, sleep; sl-eep, sleep
4. **Say:** Let's try this with another word. Point to 'tree'. Make a diagonal line between tr and ee – tr/ee.  
**Ask:** What does the first sound say? Support the pupils to say 'tr'. Repeat the sound three times – tr – tr- tr. **Ask:** What does the second sound say? Support the pupils to say 'ee'. Repeat the sound three times – ee-ee-ee.
5. **Say:** When we put the sounds together we get tr - ee, tree. Say with me: tr - ee, tree; tr - ee, tree; tr - ee, tree
6. **Say:** Let's try this with a long word. Point to the word 'monkey'. Make a diagonal line between mon and key – mon/key.  
**Ask:** What does the first sound say? Support the pupils to say 'mon'. Repeat the sound three times – mon-mon-mon. Draw a diagonal line after 'mon' – mon/key. **Ask:** What does the second sound say? Support the pupils to say 'key'. Repeat the sound three times – key - key - key.
7. **Say:** When we put the sounds together we get mon - key, monkey. **Say with me:** mon - key, monkey; mon - key, monkey; mon - key, monkey.

### Guided Practice (10 minutes)

- Say:** Now let's learn to spell the words. Point to the word 'tree.'  
**Ask:** What is the first sound? Raise your hand. Choose a pupil to answer. (Answer: tr)  
**Ask:** What is the last sound? Raise your hand. Choose a pupil to answer. (Answer: ee)
- Say:** We are going to Look – Cover – Write - Check. Demonstrate. Read the words with the pupils and point to the pictures. **Say:** First, look at the word. Break it into pieces. Then cover the word up. Then write the word without looking. Then uncover the word and see if you were right.  
**Say with me:** – Look – Cover – Write – Check.
- Write 'tree' on the board. **Say:** Look at the word. Cover the word with your hand or some paper.  
**Say:** Write the word under the covered word. **Say:** Now Check. Uncover the word and compare the two words. **Ask:** Did I spell it right?
- Say:** Let's try with another word. Write the word 'monkey' on the board. **Say:** Look. Can you remember how to break it up? Cover. Write. Write the word underneath the covered word. **Say:** Check. Uncover the word and check that the words are the same. **Ask:** Did I spell it right?
- Say:** This time you must tell me what to do. Write 'tail' on the board. **Ask:** What must I do first? Raise your hands. Choose a pupil to answer. (Answer: Look at the word/break it into parts). Break the word into two parts: tai/l. **Ask:** What must I do now? (Answer: Cover the word) Cover the word up. **Ask:** What must I do now? (Answer: Write the word from your memory) Write the word beneath the covered word. **Ask:** What must I do now? (Answer: Uncover the words, check if it is right.) Uncover the word and compare the two words.  
**Say:** That's right. Look, cover, write, check.
- Say:** This time, one of you can do it for us. Choose a pupil to come to the front. Write the word 'sleep' on the board. The pupil follows the steps. The class helps by saying 'look', 'cover', 'write' and 'check'. **Say:** Well done!

### Independent Practice (10 minutes)

- Say:** Open your exercise books. Write 'trick' on the board. **Ask:** How can we find out what this word says? Some pupils may be able to answer. If not **Say:** Look at the first two letters. **Ask:** What do they say? (Answer: tr) **Ask:** What do the last three letters say? (Answer: ick) **Ask:** What do they say together? (Answer: tr-ick, trick)
- Say:** Let's practice our spelling. Write the word in your exercise book. Wait until all the pupils have written it down. **Say:** Cover the word. Write it – remember tr-ick. Check if you got it right.
- Say:** Do this word by yourself.  
Write 'run' on the board. **Say:** Remember to look, cover, write and check.  
Walk around and check that the pupils are managing. Help those pupils who need help.

### Closing (2 minutes)

- Ask:** What did you learn today? (Answer: to spell words, to look, cover, write, check)
- Say:** Very good.











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