



THE PRESIDENT'S
RECOVERY
PRIORITIES

Education

Ministry of
Education,
Science and
Technology

Lesson plans for

PRIMARY *Language* ARTS

2
CLASS

3
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.

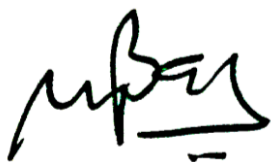
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans –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

Lesson Title: Story: 'Good Neighbours'	Theme: Regular and irregular verbs	
Lesson Number: L-02-121	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to read and discuss 'Good Neighbours' with the class.</p>		<p>Teaching Aids Story 'Good Neighbours' at the end of the plan</p>		<p>Preparation Write the story 'Good Neighbours', 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:** This is a new term. **Ask:** What month is it? Pupils respond.
Say: Let's say the months of the year. Say the months of the year in order. Pupils repeat.
4. **Say:** Today we will read a story about good neighbours.

Introduction to the New Material (10 minutes)

1. **Ask:** Who lives next door to you? Raise your hands. Choose 4 volunteers (2 boys and 2 girls) to answer.
Say: We call the people who live near us 'neighbours'. Repeat with me – neighbours.
Write 'neighbours' on the board.
2. **Say:** Today we are going to read a story. Read the first line of the story 'The rain comes down. It is cold.' 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, mime rain and shivering.
3. **Say:** 'Little Kai and Auntie walk home from the farm. They are cold.' Speak slowly and clearly. Point to the words. Ask pupils if they know what the line means. If they don't, tell the pupils what a farm is. **Say:** Kai is a little boy. His Auntie looks after him.
4. **Say:** They pass a house. A woman calls, 'Come in here!' Speak slowly and clearly. Point to the words. Ask pupils if they know what the line means. If they don't, mime calling someone to come inside and use local language if necessary.
5. **Say:** They sit on the veranda. 'Eat with us,' says the neighbour. Speak slowly and clearly. Point to the words. Ask pupils if they know what a veranda is. If they don't, point to a veranda in the school or use local language to explain.
6. **Say:** The rain stops. Little Kai and Auntie are strong now. Speak slowly and clearly. Point to the words. **Ask:** What made Little Kai and Auntie strong? If they don't know, tell them it was the food and the rest.
7. **Say:** Little Kai and Auntie tell the neighbours, 'Thank you. Thank you.'" Speak slowly and clearly. Point to the words. **Ask:** Why did they thank the neighbours? If they don't know, tell them it was because they gave them food and shelter.
8. Read the whole story again with the pupils.

Guided Practice (10 minutes)

1. **Say:** We are going to act the story. We need three pupils to help. Choose three volunteers to come to the front (a mix of boys and girls). Point to one pupil. **Say:** You are Little Kai. Point to another. **Say:** You are Auntie. Point to the third pupil. **Say:** You are the kind neighbour.

2. Tell the actors that they must listen to the story when you and the class read. They must do the actions. Tell them you will help them.
3. Read the first two lines with the class, pointing to the words as you read. **Say:** The rain comes down. It is cold. Little Kai and Auntie walk home from the farm. They are cold. Guide the actors to walk slowly and to shiver.
4. Read the next section with the class. **Say:** 'They pass a house. A woman calls, 'Come in here!'' Guide the actors to do the actions.
5. Continue reading with the class, encouraging the actors to do the actions. **Say:** Thank you for acting for us. Well done!

Independent Practice (10 minutes)

1. Tell pupils to get into pairs. **Say:** Talk to your partner about your favourite part in the story. Give pupils 3 minutes to talk with their partner.
2. **Say:** Draw a picture of your favourite part in the story. Write one of the lines in the story next to your picture. Give pupils 6 minutes to draw and write.
3. Ask 2 volunteers (1 boy and 1 girl) to show the class their work. Talk about their work for 1 minute.
 - Your picture is very good.
 - Raise your hand if you also chose this part in the story?
4. Ask all pupils to hold up their work for you to see.

Closing (2 minutes)

1. **Say:** Let's read the story together again. Read the story with the class.
2. **Say:** Very good.

[*STORY: GOOD NEIGHBOURS*]

from RAISES Reader Class 2, Page 16.

The rain comes down. It is cold.

Little Kai and Auntie walk home from the farm. They are cold.




They pass a house. A woman calls, 'Come in here!'

They sit on the veranda. 'Eat with us,' says the neighbour.

The rain stops. Little Kai and Auntie are strong now.

Little Kai and Auntie tell the neighbours, 'Thank you. Thank you.'

Lesson Title: Words with /th/	Theme: Regular and irregular verbs Blend/Diagraph /th/	
Lesson Number: L-02-122	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read, write and illustrate words with /th/.</p>	 <p>Teaching Aids Story 'Good Neighbours' at the end of the plan.</p>	 <p>Preparation 1. Write the story 'Good Neighbours', at the end of the plan, on the board. 2. Write 'th' in big letters on the board. 3. Practise drawing simple pictures of /th/ words: thumb, thirteen, mouth, bath, cloth.</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! Read the story 'Good Neighbours' to the class. Point to the words. The pupils join in where they can.
4. **Say:** Today we will read, write and draw pictures with /th/.

Introduction to the New Material (10 minutes)

1. Point to 'th' on the board. **Ask:** Who can tell me what this sound is? Some pupils may be able to say /th/. If not, tell them that when you put a 't' and a 'h' together in English, it says /th/.
Say: Say with me – 'th – th – th.'
2. Point to the story on the board. **Ask:** Can you see any words with 'th' in our story? Choose two volunteers (1 boy and 1 girl) to answer. (Answer: Thank you, with)
Write 'Thank you' on the board. **Ask:** Where is 'th' in 'Thank you'? (Answer: At the beginning)
Underline the 'th'.
Write 'with' on the board. **Ask:** Where is 'th' in 'with'? (Answer: At the end.) Underline the 'th'.
3. Write 'th' on the board in big letters. Write these words next to the letter: Thank you, with.
Say the words and point to the letters 'th'.
4. **Ask:** Can you say more words with this sound?
5. Choose 6 volunteers (3 boys and 3 girls) to give answers and write suggestions on the board (e.g. thumb, Thursday, cloth, bath). Say the words and point to the letters 'th'.
6. Point to a word next to the 'th' (e.g. thumb). **Say:** thumb, thumb. **Ask:** What is this? Pupils say the word.
7. Continue pointing to and reading all of the words next to 'th' (e.g. thirteen, mouth, bath).

Guided Practice (10 minutes)

1. **Say:** Let's play a game. On the left hand side of the board, quickly draw a thumb, or point to your own thumb.
Ask: What is this? Choose a pupil to give the answer.
2. Quickly draw a simple picture of another one of the words (e.g. cloth).
3. **Ask:** What is this? Choose a pupil to give the answer alternating between boys and girls.

4. Continue drawing pictures of words with 'th' and saying the words with the class. Choose words you can draw.
For example: thirteen, mouth, bath.

Independent Practice (10 minutes)

1. **Say:** Open your exercise books. **Say:** Draw two pictures of words beginning with the sound 'th'. Write the words. Walk around the room and check that pupils are drawing pictures and writing words.
2. Ask for 2 volunteers (1 boy and 1 girl) to show the class their work. Talk about their work with the class.
 - That's a good picture.
 - Let's say the words together.
 - Put your hands on your head if you drew the same picture.
 - Neat writing.

Closing (2 minutes)

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

[STORY: GOOD NEIGHBOURS]

from RAISES Reader Class 2, Page 16.

The rain comes down. It is cold.

Little Kai and Auntie walk home from the farm. They are cold.




They pass a house. A woman calls, 'Come in here!'

They sit on the veranda. 'Eat with us,' says the neighbour.

The rain stops. Little Kai and Auntie are strong now.

Little Kai and Auntie tell the neighbours, 'Thank you. Thank you.'

Lesson Title: Present to past	Theme: Regular and irregular verbs	
Lesson Number: L-02-123	Class/Level: Class 2	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to change present tense verbs to past.		Teaching Aids None		Preparation 1. Write these words on the board: past, present. 2. Write the words: look, walk, run, sit, on the board, one under the other.
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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 talk more about past and present tense.

Introduction to the New Material (10 minutes)

1. **Say:** Let's revise. Point to the word 'past' on the board.
Ask: What does this word say? (Answer: Past)
Ask: What does it mean? (Answer: Things that happened long ago)
 Point to the word 'present' on the board.
Ask: What does this word say? (Answer: Present)
Ask: What does it mean? (Answer: Things that are happening now)
2. Point to the word 'look.'
Ask: What is this word?
Ask: Do you remember how to break words up? Some pupils will be able to answer. (Answer: l/ook, look)
Say: Show me how you look. Mime looking at something. The pupils copy the action.
Say: I look. (point to yourself) You look. (point to the pupils). It is happening now. It is present.
Say: Look. Present.
3. **Ask:** How do you talk about 'look' in the past? You say 'looked.'
Say with me: looked, looked, looked.
Write: 'looked' next to look on the board.
4. Point to 'look' **Say:** Look – present.
 Point to looked. **Say:** Looked – past. The pupils say the words with you.
5. Read the word walk with the class. Talk about the present. Identify the past tense (walked).
6. Write or point to the word run.
Ask: What is this word? Some pupils will be able to answer. (Answer: run)
Say: Show me how you run. Mime running in place. The pupils mime running in their places.
Say: I run. (Point to yourself) You run. (Point to the pupils). It is happening now. It is present.
Say: Run. Present.
7. **Ask:** How do you talk about 'run' in the past? You say 'ran.' **Say:** ran, ran, ran. Pupils repeat three times. Write the word 'ran' next to 'run.'
8. Point to 'run' **Say:** Run – present.
 Point to 'ran'. **Say:** Ran – past. The pupils say the words with you.
9. Read the word sit with the class. Talk about the present. Identify the past tense (sat).

Guided Practice (10 minutes)

1. **Say:** Let's play a game. I need someone to help me. Choose a pupil to come to the front. Ask them to point to the right words on the board.
Say: Point to the word 'past' on the board.
Ask the class: What does this say? (Answer: past) Point to the word 'present' on the board. **Ask** the class: What does this say? (Answer: present)
2. **Say:** I will point to one of the words on the board. The class calls out 'past' or 'present.' The pupil in points to the right word (past or present) on the board.
3. **Say:** Let's play again.
Choose a different pupil alternating between boys and girls to point.
Point to the words in a random order.




Independent Practice (10 minutes)

1. **Say:** Draw a line down the middle of your page. Write the word 'present' at the top of the left side. Demonstrate on the board.
Say: Write these words under your heading. Point to the present tense words (look, walk, run, sit). Demonstrate with the word 'look'.
2. **Say:** Write the word 'past' at the top of the right side. Demonstrate on the board.
3. **Say:** Write these words under your heading. Point to the past tense words (looked, walked, ran, sat). Demonstrate with the word looked.

Closing (2 minutes)

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

Lesson Title: Synonyms	Theme: Regular and irregular verbs	
Lesson Number: L-02-124	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to create pairs of synonyms from a list of words.</p>	 <p>Teaching Aids Story 'Good Neighbours' at the end of the plan</p>	 <p>Preparation 1. Write the story 'Good Neighbours', at the end of the plan, on the board. 2. Write the following words in a line across the board: good, house, cold, kind, shouts, calls, home, freezing, strong, better.</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 revise. Point to the story 'Good Neighbours' and read it with the class.
3. **Say:** Today we will learn about words that sound different, but mean the same.

Introduction to the New Material (10 minutes)

1. **Say:** What is our story about this week? (Answer: A kind/good neighbour, someone who helps others). Point to the title of the story 'Good Neighbours'.
Say: Read with me. Point to the words. The class reads with you.
Ask: What word can we say instead of good? **Ask:** What kind of person is the neighbour? Support the pupils to say that the neighbour is kind. **Say:** We can call our story 'Kind Neighbours.' Rub out the word 'Good' and write 'Kind.' **Say:** Read with me. Kind Neighbours. The pupils read the words with you.
2. Point to the words 'They are cold.' **Say:** Read with me. Point to the words. The class reads with you. **Ask:** What word can we say instead of cold? Support the pupils to say that another word for cold is freezing. **Say:** We can say 'They are freezing.' Rub out the word 'cold' and write 'freezing.' **Say:** Read with me. They are freezing. The pupils read the words with you.
3. Point to the words 'They pass a house.' **Say:** Read with me. Point to the words. The class reads with you. **Ask:** What word can we say instead of 'house'? Support the pupils to say that another word for 'house' is 'home.' **Say:** We can say 'They pass a home.' Rub out the word 'house' and write 'home.' **Say:** Read with me. They pass a home. The pupils read the words with you.
4. Point to the words 'A woman calls, 'Come in here!'' **Say:** Read with me. Point to the words. The class reads with you. **Ask:** What word can we say instead of calls? Support the pupils to say that another word for 'calls' is 'shouts.' **Say:** We can say 'A woman shouts.' Rub out the word 'calls' and write 'shouts.' **Say:** Read with me. A woman shouts, 'Come in here!' The pupils read the words with you.
5. Point to the words 'Little Kai and Auntie are strong now.' **Say:** Read with me. Point to the words. The class reads with you. **Ask:** What word can we say instead of 'strong'? Support the pupils to say that another word for 'strong' is 'better.' **Say:** We can say 'Little Kai and Auntie are better now.' Rub out the word 'strong' and write 'better.' **Say:** Read with me. 'Little Kai and Auntie are better now.' The pupils read the words with you.

Guided Practice (10 minutes)

1. Ask ten volunteers (5 girls and 5 boys) to come to the front. **Say:** Stand in a line under one of the words. **Say:** Let's read the words together. Read the words with the class.
2. **Say:** Look at the first word. Who has a word that *means* the same? Stand with the partner. Demonstrate by taking the pupil with the word 'good' and walking with the pupil to find the pupil who has the word 'kind.' Tell them to stand together. Write the word 'good' next to the word 'kind'.
3. Continue to have the class read the words and help the pupils to move to their partner. Write the words that mean the same next to each other (Answers: house-home, cold-freezing, calls-shouts, strong-better)
4. **Say:** Let's read the words that mean the same together.

Independent Practice (10 minutes)

1. Ask pupils to make pairs with a pupil near them.
2. **Say:** I will point to a word on the board. Point to 'house' on the board. **Say:** Write 'house' in your exercise book.
3. **Say:** Talk with your partner to choose the word on the board that means the same (Answer: home). Write it in your exercise book.
4. Continue pointing to words and encourage pupils to talk with their partner to identify and write the word that means the same with other words on the board.
5. Ask pupils to hold up their work for you to see.

Closing (2 minutes)

1. **Ask:** What did you learn today? (Answer: words that mean the same)
2. **Say:** Very good.

[*STORY: GOOD NEIGHBOURS*]

from RAISES Reader Class 2, Page 16.

The rain comes down. It is cold.

Little Kai and Auntie walk home from the farm. They are cold.




They pass a house. A woman calls, 'Come in here!'

They sit on the veranda. 'Eat with us,' says the neighbour.

The rain stops. Little Kai and Auntie are strong now.

Little Kai and Auntie tell the neighbours, 'Thank you. Thank you.'

Lesson Title: Antonyms	Theme: Regular and irregular verbs	
Lesson Number: L-02-125	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to match words with their antonyms.</p>		<p>Teaching Aids None</p>		<p>Preparation Write the following words in a list on the board: first, up, fast, quiet, bad.</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:** Yesterday we learnt about words that mean the same as each other.
4. **Say:** Today we will learn about words that are the opposite of each other.

Introduction to the New Material (10 minutes)

1. **Ask:** Can you remember another word for 'good neighbour'? Ask a pupil to answer. (Answer: Kind neighbour)
2. **Ask:** Who can tell us some more of the words we learnt? Raise your hands. Ask 4 volunteers (2 boys and 2 girls) to tell you the synonyms (Answers: (Answers: house-home, cold-freezing, calls-shouts, strong-better).
3. **Say:** Today we will learn words that mean the opposite. They are not like each other. Like hot and cold. Write the words hot and cold on the board.
4. **Ask:** What happens if you touch something hot? Some pupils will be able to answer. If not, **say:** Hot things burn you.
Ask: What happens if you touch something cold? Some pupils will be able to answer. If not, tell them. **Say:** Cold things freeze you.
5. **Say:** Show me what you do if your hands are hot. The pupils show how they fan or blow their hands.
Say: Show me what you do if your hands are cold. The pupils show how they rub their hands together to get warm.
6. **Say:** Hot and cold are opposites. **Say with me:** opposites, opposites, opposites.

Guided Practice (10 minutes)

1. **Say:** We will learn some more opposites. Point to the word 'first.'
Ask: What is this word? Raise your hands. Choose a pupil to answer. (Answer: first)
Ask: What does it mean? It means the one at the beginning.
Ask five pupils to volunteer to make a line in front. Point to the front pupil.
Say: You are the first. **Say with me:** First – first – first.
2. **Ask:** What is the opposite of first? Point to the pupil at the back of the line.
Say: You are the last. Write the word 'last' on the board next to 'first'. The class says it three times – last – last – last. Send the pupils back to their desks.
3. Point to the word 'up'.

4. **Ask:** What is this word? Raise your hands. Choose a pupil to answer alternating between boys and girls. (Answer: up)
Ask: What does it mean? Point up. **Say:** Up – up – up. **Say with me:** Up – up – up.
5. **Ask:** What is the opposite of 'up'? Point down.
Say: Down-down – down. **Say with me:** Down – down – down. Write the word 'down' on the board next to 'up'.
6. Continue reading the words on the board with the class and write the opposite next to them. (Answers: fast- slow, quiet- loud, bad- good).




Independent Practice (10 minutes)

1. **Say:** Open your exercise books on a new page. Draw a line down the middle of the page. Demonstrate what you want them to do on the board.
2. In the first column write these words one under the other: first, bad; up, fast, quiet.
3. In the second column write the words one under the other: slow; last; loud; good; down.
4. **Say:** Copy the words in the right columns. Walk around and help the pupils to write the words.
5. **Say:** Look at the first word. Point to the word 'first.'
Ask: What word is this? (Answer: first)
Ask: What word is the opposite of first? (Answer: last)
Draw a line from the word first to the word last.
Say: Match the words.
6. **Say:** Read the words. Join the words which match.
7. Walk around and help the pupils to match the words correctly.

Closing (2 minutes)

1. **Ask:** What did you learn today? (Answer: Words that mean the opposite)
2. **Say:** Very good.

Lesson Title: Story: 'Getting Your Uniform'	Theme: Past tense Sequencing	
Lesson Number: L-02-126	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read and discuss 'Getting Your Uniform' with the class.</p>	 <p>Teaching Aids 1. Story 'Getting Your Uniform' at the end of the plan 2. Drawings to go with the story</p>	 <p>Preparation 1. Write the story 'Getting Your Uniform', at the end of the plan, on the board. 2. Draw pictures for the story on the board: cloth, tape measure, scissors, sewing machine, chalk, cell phone.</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 story about getting a new uniform.

Introduction to the New Material (10 minutes)

1. **Ask:** Who can point to their school uniform? Ask a boy and a girl to come to the front. They point to the parts of their uniform.
2. **Say:** Today we are going to read a story. Read the first line of the story. 'You give cloth to the tailor'. Speak slowly and clearly. Point to the words on the board.
Ask: What is a tailor? (Answer: Someone who sews clothes)
3. **Say:** 'The tailor has tape. He measures you.' Speak slowly and clearly. Point to the words. Ask pupils if they know how the tailor measures you. If they don't, mime using a tape measure round your chest
4. **Say:** 'The tailor has chalk. He draws on the cloth.' Speak slowly and clearly. Point to the words.
Ask: Why does the tailor draw on the cloth? (Answer: So he knows where to cut.)
5. **Say:** 'The tailor has scissors. He cuts the cloth.' Speak slowly and clearly. Point to the words. Mime cutting out.
6. **Say:** 'The tailor has a sewing machine. He sews the cloth.' Speak slowly and clearly. Point to the words. Ask the pupils to mime using a sewing machine.
7. **Say:** 'The tailor has a cell phone. He calls you.' Speak slowly and clearly. Point to the words. Ask pupils to mime using a cell phone.
8. **Say:** 'Come! Your uniform is ready!' Speak slowly and clearly. Point to the words.
9. Read the whole story with the pupils again.

Guided Practice (10 minutes)

1. **Say:** Let's tell the story with some pictures. Point to the picture of the cloth.
Say: You give cloth to the tailor.
Ask: Who can point to the right line? Raise your hands. Choose a pupil to come and point to the first line. **Say:** Let's read together. Read the words with the class.

2. Point to the next picture.
Say: The tailor has tape. He measures you.
Ask: Who can point to the right line? Choose a pupil (alternating between boys and girls) to come and point to the second line.
Say: Let's read together. Read the words with the class.
3. Continue point to the pictures and reading the lines. Alternate between boys and girls to point to the lines.

Independent Practice (10 minutes)

1. Tell pupils to get in pairs.
2. **Say:** Talk about getting a school uniform from the tailor.
Take turns talking with your partner. Look at the pictures and talk. Give pupils 5 minutes to talk.
Walk around the class and help the pupils to use the vocabulary.
3. Ask a pair to volunteer to tell the class about getting their uniform from the tailor.
4. Read the story to the class again.
5. **Say:** Read the story to your partner.
Walk around and support the pupils to read the story.

Closing (2 minutes)

1. **Ask:** What is our story about? (Answer: About a tailor)
2. **Say:** Very good.

[*STORY: GETTING YOUR UNIFORM*]

from RAISES Reader Class 2, Page 17.

You give cloth to the tailor.

The tailor has tape. He measures you.

The tailor has chalk. He draws on the cloth.




The tailor has scissors. He cuts the cloth.

The tailor has a sewing machine. He sews the cloth.

The tailor has a cell phone. He calls you.

'Come! Your uniform is ready!'

Lesson Title: Words with Uu	Theme: Past tense Sequencing Letter work: Uu	
Lesson Number: L-02-127	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read, write and illustrate words with 'Uu'.</p>	 <p>Teaching Aids The alphabet</p>	 <p>Preparation 1. Write the alphabet at the top of the board (or use an alphabet strip). 2. Practise drawing simple pictures of 'Uu' words: umbrella, us, under, up, uniform. 3. Write 'U' on one side of the board and 'u' 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. 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 Uu.

Introduction to the New Material (10 minutes)

1. Point to 'U' on the board.
Ask: Who can tell me what this letter is? Choose a volunteer to tell you.
Ask: Who can tell me what this sound is? Choose a volunteer to tell you.
Ask: What is its name? (Answer: yew)
Show them the small 'u'. What is its sound? (Answer: uh)
2. **Write:** 'Uu' on the board in big letters.
Ask: What words start with 'u'? (say - 'yew' this is the letter name for u) Who can tell me?
Choose 4 volunteers (2 boys and 2 girls) to give you some words starting with the letter name.
For example: uniform
Say: Well done!
3. **Ask:** What words start with 'u'? (say - 'uh' this is the sound for u) Write these words next to the letter: umbrella, under, up, Say the words and point to the letter 'u'.
4. **Ask:** Can you say more words with this letter? Raise your hands!
5. Choose 4 volunteers (2 boys and 2 girls) to give answers and write suggestions on the board (e.g. us, underneath, uncle). Say the words and point to the letters 'u' in the words.
6. Point to a word that starts with 'uh' next to the 'u' (e.g. umbrella).
Say: umbrella, umbrella.
Ask: What is this? Pupils say the word.
Point to a word that starts with 'yew' next to the 'u' (e.g. uniform).
Say: uniform, uniform.
Ask: What is this? Pupils say the word.
7. Continue pointing to all of the words next to 'u' (e.g. under, up, uncle, us).

Guided Practice (10 minutes)

1. **Say:** Let's play a game. On the left hand side of the board, quickly draw an umbrella.
Ask: What is this? Raise your hands! Choose a pupil to give the answer.
2. Quickly draw a simple picture of another one of the words (e.g. up)
Ask: What is this? Raise your hands! Choose a pupil to give the answer.
3. Continue drawing pictures for more of the 'Uu' words. Choose words you can draw. For example: under, uncle, uniform.




Independent Practice (10 minutes)

1. **Say:** Draw four pictures of the words beginning with the letter 'u'. Write the words. 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:** 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 Uu).
2. **Say:** Very good.

Lesson Title: Regular verbs	Theme: Past tense Sequencing	
Lesson Number: L-02-128	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to identify regular verbs in the past tense.</p>		<p>Teaching Aids Summary 'Getting Your Uniform' at the end of the plan.</p>		<p>Preparation Write the summary 'Getting Your Uniform', 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.
Say with me: I walk. I walked. Do the actions. I run. I ran. Do the actions.
Ask: Can you remember which words are past? (Answer: walked, ran)
Ask: Can you remember which words are present? (Answer: walk, run)
4. **Say:** Today we will learn more about past tense.

Introduction to the New Material (10 minutes)

1. **Ask:** Raise your hand if you got a new school uniform at the beginning of the year?
Say: It was long ago.
Ask: What do we say about things that happened long ago? Raise your hands. Choose a pupil to answer. They should be able to remember. If not, tell them the answer. (Answer: Past tense)
2. **Say:** Listen carefully, class. I will tell you how I got my uniform. Tell the class the summary version of the summary orally and do the actions.
Say: I looked for a tailor. He measured me. He sewed my uniform. He called me. I fetched my uniform.
3. **Ask:** Who can tell me the summary? Choose a volunteer to talk. Help the pupil to use the past tense. Correct them if they use the wrong tense.
4. **Say:** The summary happened in the past. We used the past tense. **Say with me:** Past tense.

Guided Practice (10 minutes)

1. Point to the summary of the summary on the board.
Say: Let us read our summary. Read the summary to the class. Point to the words.
Say: Now read with me. The class reads the summary with you.
2. Point to the first line.
Say: I looked for a tailor. Underline the word 'looked.'
Say: This word tells us that this happened in the past. Looked. **Say it with me:** Looked – looked – looked.
3. **Ask:** How do we know this word is in the past tense? Some pupils may be able to answer. If not, point to the 'ed' on the end of the word. **Say:** Sometimes we add 'ed' to make a word past tense.
4. **Say:** Look at the next line. He measured me.
Ask: Can you see a word that tells us this past tense? Some pupils may be able to answer. If not, point to 'measured.'

5. **Say:** Measured is something that happened before. Underline the word 'measured' in the summary. Underline the 'ed' at the end of the word.
6. **Say:** Look at the next line. 'He sewed the uniform.'
Ask: Can you see a word that tells us this is past tense?
Ask: Can you underline the word? Ask a pupil to come and underline the word 'sewed.' Say the word with the class.
7. Continue reading the summary underlining words in the past tense (Answer: called and fetched).
8. **Say:** Let us read all the words that tell us about the past tense.
 Point to the words and read with the class: looked – measured – sewed – called – fetched. Do this three times.

Independent Practice (10 minutes)

1. Tell pupils to find a partner.
2. **Say:** Tell your friend how you got your new school uniform. Take turns.
Say: One pupil read the first line, the next pupils reads the next line. Then swap.
Say: Ready? Start. I looked for a tailor
 Walk around and listen to the different pairs. Help the pupils who cannot remember the words.
3. **Ask:** Who will tell the class their summary? Choose 2 volunteers (1 boy and 1 girl) to tell the summary to the class in the past tense.

Closing (2 minutes)

1. **Ask:** What did you learn today? (Answer: to tell our own summary in the past tense).
2. **Say:** Very good.

[SUMMARY: GETTING YOUR UNIFORM]

by Deborah Avery.

I looked for a tailor.




He measured me.

He sewed my uniform.

He called me.

I fetched my uniform.

Lesson Title: Irregular verbs, to be, to go	Theme: Past tense Sequencing	
Lesson Number: L-02-129	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use 'to be' and 'to go' in sentences in the past tense.</p>	 <p>Teaching Aids Sentences</p>	 <p>Preparation Write these sentences on the board:</p> <ul style="list-style-type: none"> • It was Monday. • It was sunny. • Sam and his brother went to the tailor to buy a new uniform.
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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 tell a different story.

Introduction to the New Material (10 minutes)

1. **Ask:** What day is it today? Raise your hands. The pupils tell you what day it is.
Ask: What day was it yesterday? Raise your hands. The pupils tell you the name of the previous day. For example: Wednesday. **Say:** Yesterday it was (fill in the correct day)
Say: Yesterday it was
2. **Ask:** What month is it? Raise your hands. The pupils tell you what month it is.
Ask: What month was last month? Raise your hands. The pupils tell you the name of the previous month. For example: September. **Say:** Last month was (fill in the correct month)
Say: Last month was
3. Write the sentences 'Yesterday it was Wednesday' and 'Last month was September' on the board.
Say: Read with me. Point to the words as you read.
Ask: What word tells us this is the past? Some pupils may be able to answer. If not, tell them the answer. (Answer: was) Underline the word was. **Say:** 'Was' tells us about the past.
4. **Say:** Where did you go yesterday? Raise your hands. Choose 2 volunteers (1 boy and 1 girl) to tell you where they went. For example: to the market, home.
5. Write the sentences on the board. For example: I went home. I went to the shop.
Say: Read with me. Point to the words as you read.
Ask: What word tells us this is the past? Some pupils may be able to answer. If not, tell them the answer. (Answer: went) Underline the word went. **Say:** 'Went' tells us about the past.
6. **Say:** We have two new words that tell us about the past: 'was' and 'went.' **Say:** was, went.

Guided Practice (10 minutes)

1. Point to the sentence 'It was Monday.' on the board. **Ask:** Is today Monday? (Answer: No)
Ask: When was Monday? (Answer: Three days past.) **Say:** We say 'was' because it is in the past.

Underline the word was.

Say: Read with me: It was Monday.

2. Point to 'It was sunny.' on the board. **Say:** We say 'was' because it is in the past. It happened on Monday. Underline the word was.

Say: Read with me: It was sunny.

3. Point to 'Sam and his brother went to the tailor to buy a new school uniform.' on the board.
Ask: What day did the story happen? (Answer: Monday) **Say:** We say 'went' because it is in the past. Underline the word went.

Say: Read with me: Sam and his brother went to the tailor to buy a new school uniform.

4. **Say:** Read the sentences together. Point to the words. Read it three times with the class.

Independent Practice (10 minutes)

1. **Say:** Open your exercise books. **Say:** Write the sentences on the board.
Walk around and support the pupils to use the correct punctuation. Give pupils 5 minutes to write

2. **Say:** Draw a picture of the boys walking to the tailor.
Walk around. Ask the pupils questions about their pictures. Give pupils 4 minutes to draw.

Examples:




- Who is this?
- Who is bigger?
- Where is the tailor?

3. **Say:** Show your friend your sentences and pictures.

Closing (2 minutes)

1. **Ask:** What did you learn today? (Answer: to write sentences in the past).
2. **Say:** Very good.

Lesson Title: Sequence	Theme: Past tense Sequencing	
Lesson Number: L-02-130	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use numbers to write the process the tailor followed to sew a uniform.</p>	 <p>Teaching Aids 1. Story 'Getting Your Uniform' at the end of the plan 2. Drawings to go with the story</p>	 <p>Preparation 1. Write the story 'Getting Your Uniform', at the end of the plan, on the board. 2. Draw and number the pictures for the story: cloth, tape measure, chalk, scissors, sewing machine, cell phone.</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 our story for this week? (Answer: Getting your uniform)
4. **Say:** Today we will put our story back in order.

Introduction to the New Material (10 minutes)

1. **Say:** Read the story to the class again. Point to the words as you read. **Say:** Read with me. Point to the words and lead the pupils.
2. **Say:** We are going to tell the story in our own words. First, you give the cloth to the tailor.
Ask: What happens next? Some pupils may be able to tell you in their own words.
Say: 'The tailor measures you with a tape.' Mime measuring someone. The pupils say the words after you.
3. **Ask:** What happens next? Some pupils may be able to tell you in their own words.
Say: 'The tailor draws on the cloth with chalk.' Mime drawing the pattern. The pupils say the words after you.
4. Continue reading for the remaining stages of the story. Tell the story in your own words.
Say: You give the cloth to the tailor. The tailor measures you. The tailor draws the clothes on the cloth. He cuts the clothes out. He sews the clothes on the sewing machine. He calls you to say the clothes are ready. **Ask:** Would anyone like to tell the story? Choose a volunteer to tell the story to the class.

Guided Practice (10 minutes)

1. **Say:** Let's tell the story with some pictures. Point to the picture of the cloth. **Say:** You give the cloth to the tailor. **Ask:** Who can point to the right line? Raise your hands. Choose a pupil to come and point to the first line. **Say:** Let's read together. Read the words with the class.
2. Point to the next picture.
Say: The tailor has tape. He measures you.
Ask: Who can point to the right line? Choose a pupil to come and point to the second line.
Say: Let's read together. Read the words with the class.

3. Continue pointing to the pictures and asking volunteers to point to the right line. Alternate between boys and girls.

Independent Practice (10 minutes)

1. **Say:** Open your exercise books. **Say:** Divide your page into six blocks. Draw lines with your ruler and pencil. Demonstrate on the board. Check that the pupils can do it.
2. **Say:** Number the blocks. Write 1 in the first block. Demonstrate on the board.
Say: Write 2 in the next block. Carry on to 6.
Walk around and help pupils who need help.
3. Draw the pictures in the right order. Demonstrate by drawing cloth in block 1 on the board.
Help pupils who are stuck.
4. **Say:** Share your pictures with your partner. Tell them how to make a uniform.

Closing (2 minutes)

1. **Ask:** What did we draw about? (Answer: About making school uniform)
2. **Say:** Very good.

[STORY: GETTING YOUR UNIFORM]

from RAISES Reader Class 2, Page 17.

You give cloth to the tailor.

The tailor has tape. He measures you.

The tailor has chalk. He draws on the cloth.




The tailor has scissors. He cuts the cloth.

The tailor has a sewing machine. He sews the cloth.

The tailor has a cell phone. He calls you.

'Come! Your uniform is ready!'

Lesson Title: Poem: 'Agama, Lazy Lizard'	Theme: Writing	
Lesson Number: L-02-131	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to read and discuss 'Agama, Lazy Lizard' with the class.</p>		<p>Teaching Aids Poem 'Agama, Lazy Lizard' at the end of the plan.</p>		<p>Preparation Write the poem 'Agama, Lazy Lizard', 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 (10 minutes)

1. **Ask:** Have you ever seen a lizard? Choose 4 volunteers (2 boys and 2 girls) to tell you about lizards they have seen.
2. **Say:** Today we are going to read a poem about a lizard called Agama.
3. **Say:** 'Lazy lizard on a stone.' Speak slowly and clearly. As you say the words, point to them on the board. Ask pupils to tell you what the line means.
4. **Say:** 'Lying in the sun.' Speak slowly and clearly. Point to the words. Ask pupils to tell you what the line means.
5. **Say:** 'Lazy lizard all alone.' Speak slowly and clearly. Point to the words. Ask pupils to tell you what the line means.
6. **Say:** 'Until his dinner comes.' Speak slowly and clearly. Point to the words. Ask pupils to tell you what the line means.
7. **Say:** 'A little ant is walking past.' Speak slowly and clearly. Point to the words. Ask pupils to tell you what the line means.
8. **Say:** 'He doesn't see it come.' Speak slowly and clearly. Point to the words. Ask pupils to tell you what the line means.
9. **Say:** 'Lazy Lizard's tongue is fast.' Speak slowly and clearly. Point to the words. Ask pupils to tell you what the line means.
10. **Say:** 'His little dinner done.' Speak slowly and clearly. Point to the words. Ask pupils to tell you what the line means.
11. Repeat the whole poem with the class.

Guided Practice (10 minutes)

1. **Say:** Let's talk.
Ask: What is the lizard's name? Raise your hands. Choose a pupil to answer. (Answer: Agama)
2. **Ask:** Where is the lizard sitting? Raise your hands. (Answer: in the sun)
3. **Ask:** Why is the lizard waiting? Raise your hands. (Answer: for something to eat)
4. **Ask:** What does he catch? Raise your hands. (Answer: an ant)
5. Tell the pupils to make pairs with a person sitting nearby. Give them a minute to make pairs.
6. **Say:** Talk about the poem. 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. Let them talk for 2 minutes.

7. **Say:** Let us read the whole poem again. Point to the words. The pupils read with you.

Independent Practice (10 minutes)

1. **Say:** Open your exercise books. **Say:** Draw a picture of the lizard in the sun.
If possible, walk around and check their drawings. Give pupils 6 minutes to draw.
Ask questions like:
 - Where is he sitting?
 - What is he waiting for?
 - What will he eat?
2. Write the words 'Agama, Lazy Lizard' on the board. Point to the words.
3. **Say:** Write the words under your picture. Read the words to your friend.

Closing (2 minutes)

1. **Say:** Let's read the poem again. Read the poem with the class. Point to the words as you read.
2. **Say:** Very good.

[*POEM: AGAMA, LAZY LIZARD*]

from RAISES Reader, Class 2, Page 18.

Lazy lizard on a stone

Lying in the sun.

Lazy lizard all alone

Until his dinner comes.




A little ant is walking past.

He doesn't see it come.

Lazy Lizard's tongue is fast.

His little dinner done.

Lesson Title: Narrate: 'Agama, Lazy Lizard'	Theme: Writing	
Lesson Number: L-02-132	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to narrate and dramatise the poem in their own words.</p>	 <p>Teaching Aids Poem 'Agama, Lazy Lizard' at the end of the plan.</p>	 <p>Preparation 1. Write the poem 'Agama, Lazy Lizard', at the end of the plan, on the board. 2. Practise drawing pictures on the board for the lesson: a lizard, a stone, closed eyes (asleep), sun, an ant, a tongue.</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 act out our poem.

Introduction to the New Material (10 minutes)

1. **Say:** Let's read the poem about a lizard called Agama. Point to the words on the board. Read the poem with the class.
2. **Say:** I am going to draw some pictures. They will tell us about the poem. Draw a picture of a lizard on the board. Point to the words in the poem.
Say: Lazy lizard. Say with me: Lazy lizard.
3. Draw a picture of a stone. Point to the words in the poem.
Say: On a stone. Say with me: On a stone.
4. **Say:** Let's put them together. Point to the lizard and then the stone.
Say: Lazy lizard on a stone.
5. Draw a picture of a closed eye. Point to the words in the poem.
Say: Sleeping. Say with me: Sleeping. Draw a picture of a sun. Point to the words in the poem.
Say: In the sun. Let's put them together. Sleeping in the sun. Point to the words one after the other.
6. Point to all four pictures in order.
Ask: Can you say the poem with me? Lazy lizard on a stone, sleeping in the sun. This tells the first important part of the story.
7. Draw pictures of the ant and the tongue slowly pointing to the words and saying the lines of the poem.
8. Repeat the whole poem with the class.

Guided Practice (10 minutes)

1. **Say:** We will tell the story in our own words.
Ask: What happened first? Choose a pupil to answer. If they are unable to, tell them the answer. (Answer: The lizard was lying in the sun on a stone.)
2. **Ask:** What happened next? Choose a pupil to answer alternating between boys and girls). If they are unable to, tell them the answer. (Answer: An ant walked past.)

3. **Ask:** What happened next? Choose a pupil to answer. If they are unable to, tell them the answer. (Answer: The lizard caught the ant with his tongue.)
4. **Say:** Listen carefully. I will tell the story in my own words. Agama the lizard was lying on a stone in the sun. An ant walked past. The lizard stuck out his tongue. He caught the ant. He ate the ant.
5. Tell the pupils to find a partner.
Say: Tell your partner the story. Take turns. Help each other.
Walk around and support the pupils to tell the story correctly.

Independent Practice (10 minutes)

1. **Say:** We are going to keep working with our partners.
2. **Say:** Let's act the story of Agama the Lazy Lizard. One person must be Agama. One must be the ant. You are going to tell the story together.
3. Walk around and observe the groups. Help the pupils to use their own words.
4. **Ask:** Who would like to do their play for the class? Choose 2 groups to volunteer to act for the class. **Say:** Well done!

Closing (2 minutes)

1. **Say:** You can tell the story in your own words.
2. **Say:** Very good.

[*POEM: AGAMA, LAZY LIZARD*]

from RAISES Reader, Class 2, Page 18.

Lazy lizard on a stone

Lying in the sun.

Lazy lizard all alone

Until his dinner comes.




A little ant is walking past.

He doesn't see it come.

Lazy Lizard's tongue is fast.

His little dinner done

Lesson Title: Composition: 'Why I Love Animals'	Theme: Writing	
Lesson Number: L-02-133	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to write sentences using commas and full stops.</p>	 <p>Teaching Aids 1. Story 'My Cow' at the end of the plan. 2. Tiny Tale 'I Love Animals' at the end of the plan.</p>	 <p>Preparation 1. Write the story 'My Cow', at the end of the plan, on the board 2. Write the Tiny Tale 'I Love Animals', 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 write a Tiny Tale.

Introduction to the New Material (10 minutes)

1. Write a full stop (.) and a comma (,) on the board. Point to the full stop.
Ask: Who knows what this is called? Some pupils may remember. If not, tell them the answer.
(Answer: full stop)
Ask: Where do we find full stops? Some pupils may remember. If not, tell them the answer.
(Answer: At the end of a sentence)
2. Point to the comma.
Ask: Who knows what this is called? Some pupils may remember. If not, tell them the answer.
(Answer: comma)
Ask: Why do we use commas? Some pupils may remember. If not, tell them the answer.
(Answer: to show us where to pause)
3. **Say:** Let's write a Tiny Tale. Listen to my story. Tell the story 'My Cow' .Speak slowly and clearly. Repeat the story.
4. **Ask:** What is a cow? (Answer: an animal)
Ask: What other animals do you know? Choose 4 volunteers (2 boys and 2 girls) to name animals that help us. For example: dog, cat, goat, hen.
5. **Ask:** Why do we love animals? Choose pupils to give some answers alternating between boys and girls. For example: They help us, they give us food, they are pretty, they love us, they keep us safe, they protect us, they give wool, milk, food, meat.
6. Choose some of the ideas and write the most important word on the board. Ask pupils to help you sound them out and choose letters.
Say: Food. Write the letter 'f' on the board. **Say:** f – f – f – what letter is that? Yes! Letter 'F'.
Ask: What sound comes next? Write 'oo' next to 'f.' **Ask:** What sound is this? Yes! 'oo.'
Ask: What sound comes next? Write 'd' next to 'oo'. **Ask:** What letter is this? Yes! Letter 'd'. Now let's read the word together. Food – food – food.
7. Continue writing the other reasons the class named.

Guided Practice (10 minutes)

1. Read the 'Tiny Tale: I Love Animals' out loud for the children. **Say:** I love animals. Say with me. The class reads the first line.
2. Read the second line. **Say:** I love animals because they _____. Stop when you reach the space. Fill the spaces one by one with the words from the pupils.
Example: I love animals because they protect us and keep us safe. Make sure you fill in the commas and full stops correctly.
3. Read the final line with the pupils.
4. Read the completed chart for the children once, slowly. **Say:** Well done! You have written a story.

Independent Practice (10 minutes)

1. Read the Tiny Tale again. Guide the pupils to read with you.
2. **Say:** Write the Tiny Tale in your book. Remember the commas and full stops. Give pupils 8 minutes to write.
3. **Say:** Show your Tiny Tale to a friend. Read your friend's words.

Closing (2 minutes)

1. **Ask:** What did you learn today? (Answer: To write sentences).
2. **Say:** Very good.

[STORY: MY COW]

by Deborah Avery.

I have a cow. It lives on the farm.

Its name is Moo. It is very pretty. It is black and white.

It loves me. It comes to me.

It helps me. It gives me milk and cream.

I love it very much.

[TINY TALE: I LOVE ANIMALS]

by Deborah Avery.




I love animals.

I love them because they _____, _____ and _____.

I love them because they give us _____, _____ and _____.

That is why I love animals.

Lesson Title: Letter Vv	Theme: Writing Letter work: Vv	
Lesson Number: L-02-134	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to read, write and illustrate words with 'Vv'.</p>		<p>Teaching Aids The alphabet</p>		<p>Preparation 1. Write the alphabet at the top of the board (or use an alphabet strip). 2. Practise drawing simple pictures of 'Vv' words: van, vase, veranda, vest, vulture.</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 when I point to them. Point to the letters in random order (Example: Cc, Pp, Aa). The class says the letter names.
4. **Say:** Today we will read, write and draw pictures with Vv.

Introduction to the New Material (10 minutes)

1. Write 'Vv' on the board in big letters.
Ask: What words start with 'v'? Write these words next to the letter: van, vase, veranda. Say the words and point to the letters 'v'.
2. **Ask:** Can you say more words beginning with this letter?
3. Choose 4 volunteers (2 girls and 2 boys) to give answers and write suggestions on the board (e.g. van, very etc.). Say the words and point to the letters 'v' in the words.
4. Point to a word that starts with 'v' (e.g. van).
Say: van, van.
Ask: What is this? Pupils say the word. Point to another word that starts with 'v' (e.g. vest).
Say: vest, vest.
Ask: What is this? Pupils say the word.
5. Continue pointing to all of the words next to 'v' (e.g. veranda, vase, vulture)

Guided Practice (10 minutes)

1. **Say:** Let's play a game. On the left hand side of the board, quickly draw a van.
Ask: What is this? Raise your hands! Choose a pupil to give the answer.
2. Quickly draw a simple picture of another one of the words (e.g. vest)
Ask: What is this? Raise your hands! Choose a pupil to give the answer.
3. Continue drawing 'Vv' pictures encouraging pupils to say the words. Choose words you can draw. For example: veranda, vase, vulture.

Independent Practice (10 minutes)

1. **Say:** Open your exercise books. **Say:** Draw four pictures of the words beginning with the letter 'v'. Write the words.
Walk around the room to support the pupils. Give pupils 7 minutes to draw and write.

As they draw ask:

- What is this?
- What is that?

Talk about the drawings:




- That's a good picture.
- Neat writing.

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

Closing (2 minutes)

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

Lesson Title: Sentence frames	Theme: Writing	
Lesson Number: L-02-135	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to write words, full stops and question marks to complete question and sentence frames.</p>		<p>Teaching Aids 1. Sentence frames at the end of the plan 2. Tiny Tale 'I Love Animals' at the end of the plan.</p>		<p>Preparation 1. Write the sentence frames on the board. 2. Write the Tiny Tale 'I Love Animals', 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 us read our Tiny Tale again. Point to the words and read the Tiny Tale: 'I love animals' (at the end of the lesson)
4. **Say:** Today we will write some sentences and questions.

Introduction to the New Material (10 minutes)

1. Write a full stop (.) and a question mark (?) on the board. Point to the full stop.
Ask: Who knows what this is called? Some pupils may remember. (Answer: full stop)
Ask: Where do we find full stops? (Answer: At the end of a sentence)
2. Point to the question mark. **Ask:** Who knows what this is called? Some pupils may remember. If not, tell them the answer. (Answer: question mark)
Ask: Why do we use question marks? Some pupils may remember. If not, tell them the answer. (Answer: to show us the sentence is a question)
3. Write 'Do you like dogs' on the board. Do not add any punctuation.
Say: Read the sentence with me.
Ask: What do we need at the end? Choose a pupil to answer. (Answer: question mark) Draw a question mark after the sentence. **Say:** This is a question. The class says it with you.
4. Write 'I like dogs' on the board. Do not add any punctuation. **Say:** Read the sentence with me.
Ask: What do we need at the end? Raise your hands. Choose a pupil to answer. (Answer: full stop) Draw a full stop after the sentence. **Say:** This is a sentence. The class says it with you.

Guided Practice (10 minutes)

1. Point to the sentence frames on the board. Read the first sentence: Do you like _____
2. **Ask:** What animal word could we put on the line? Raise your hands. Choose pupils to say the names of animals they can think of. Write the names on the side of the board.
3. **Ask:** Which animal shall we choose? **Say:** I will read the names of the animals, put up your hand when I say the one you want. Say the names of the animals slowly. Count the number of hands. The winner is the animal with the most votes. Write the name of the animal on the line.
4. **Ask:** What must we put at the end of the sentence. A full stop or a question mark? (Answer: Question mark) Write a question mark after the sentence.
5. Encourage pupils to suggest words for the other two sentence frames and add the correct punctuation.
6. **Say:** Let's play a game! Divide the class into two teams. Point to the first team.

Say: Team 1 - You are full stops. Point to the full stop on the board. Point to the second team.

Say: Team 2 - You are question marks. Point to the question mark on the board.

7. **Say:** I am going to rub out the full stops and question marks. I will say some sentences. If it needs a full stop at the end, Team 1 must stand up. If it needs a question mark at the end, Team 2 must stand up.

8. **Say:** This is a dog. **Ask:** Who must stand? (Team 1 stand)

Say: Is this a dog? **Ask:** Who must stand? (Team 2 stand)

Repeat with other statements and sentences.

Example:

- Is this a cat?
- This is a cat.

Independent Practice (10 minutes)

1. **Say:** Open your exercise books. Point to the sentence frames.

Say: Write the sentence frames in your book. Make your own questions and sentences. Use the words from the Tiny Tale to help you. Walk around and help the pupils.

As they write ask:

- Where does the full stop go?
- Where is the question mark?

2. **Say:** Show your sentences to a friend. Read your friend's words.

Closing (2 minutes)

1. **Ask:** What did you learn today? (Answer: To write sentences and questions).

3. **Say:** Very good.

[TINY TALE: I LOVE ANIMALS]

by Deborah Avery.

I love animals.

I love them because they _____, _____ and _____.

I love them because they give us _____, _____ and _____.

That is why I love animals.




[SENTENCE FRAMES] by Deborah Avery.

Do you like _____

I like _____

_____ help us.

Lesson Title: Tiny Tale: Questions and Answers	Theme: Nouns	
Lesson Number: L-02-136	Class/Level: Class 2	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to read and respond to questions.	 Teaching Aids Tiny Tale 'I Love Animals' at the end of the plan	 Preparation Write the Tiny Tale 'I Love Animals', 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. **Say:** Talk to the person next to you. Ask them a question about what they did this weekend. Take turns.
4. **Say:** Today we will read and answer questions.

Introduction to the New Material (10 minutes)

1. **Say:** Today we are going to read our Tiny Tale from last week. Point to the words on the board. Speak slowly and clearly. The class reads with you. Read the whole Tiny Tale with the pupils.
2. **Say:** I am going to ask you some questions about our Tiny Tale.
Ask: Do you remember what a question is? Some pupils may be able to answer you. If not, tell the pupils that you use a question when you want to know something.
3. **Ask:** What was our Tiny Tale about? Choose a pupil to answer. (Answer: Animals)
4. **Say:** Here is another question. **Ask:** How do animals help us? Choose 2 volunteers (1 boy and 1 girl) to answer. (Answer: dogs keep us safe, cows give us milk, hens lay eggs.) After each answer, have the class repeat the words. For example: Dogs help us. They keep us safe.
5. **Say:** Here is another question. **Ask:** Why do you like animals? Choose a 4 volunteers (2 boys and 2 girls) to give you answers. (Answers: they are pretty, they play with us, they are friends, they help us) After each answer, make the class repeat the words. For example: Cats are soft. They catch rats.
6. **Say:** Let's read our Tiny Tale again. Read with me. Point to the words. The pupils read with you.

Guided Practice (10 minutes)

1. **Say:** Let's read some questions.
2. Write on the board: Do you love animals?
Ask: Who can help me read the words? Read with the pupils.
3. Point to the question mark at the end of the sentence.
Ask: What is this punctuation mark? (Answer: question mark) **Ask:** What does it tell us? (Answer: That the sentence is a question.)
4. **Say:** Can you answer this question? **Ask:** Do you love animals? Choose a pupil to give the answer. Help them to say their answer in a full sentence.
For example: Yes, I love animals/No, I don't love animals.
5. Write on the board: How do animals help us? **Say:** Let's read this question.

Ask: How do animals help us? Choose 4 pupils (2 boys and 2 girls) to answer. Accept a variety of answers. For example: Dogs keep us safe, Cows give us milk, sheep give us wool, Chickens give us eggs.

6. **Say:** Let's read the questions again.

Ask: Do you love animals?

Ask: How do animals help us?

Point to the words and let the pupils read aloud.

Independent Practice (10 minutes)

1. Ask two volunteers (1 boy and 1 girl) to join you in the front. **Say:** We are going to ask questions about animals.
2. Point to the first pupil. **Ask:** What do cows give us? (Answer: milk)
Point to the second pupil. **Ask:** Are goats pretty? (Answer: yes or no)
Point to the first pupil. **Say:** Now you point to me and ask me a question about animals.
Help the pupil form a question. If they cannot do it, tell them to say 'Do you like cats?'
3. **Say:** Get into pairs with a pupil nearby.
Say: Take turns. Ask questions about animals. Answer your friend's questions.
4. Walk around and support the pupils to ask and answer questions. They can use the vocabulary in the Tiny Tale. Point to the words if the pupils need help.

Closing (2 minutes)

1. **Ask:** What did you do today? (Answer: Ask and answer questions)
2. **Say:** Very good.

[TINY TALE: I LOVE ANIMALS]

by Deborah Avery




I love animals.

I love them because they _____, _____ and _____.

I love them because they give us _____, _____ and _____.

That is why I love animals.

Lesson Title: Countable nouns	Theme: Nouns	
Lesson Number: L-02-137	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use a countable noun in a sentence such as 'many horses'.</p>	 <p>Teaching Aids 1. Numbers 1-10 2. Drawings of goats, hens, eggs and apples</p>	 <p>Preparation 1. Write the number names 1-10 on the board. 2. Draw pictures of 2 goats, 3 hens, 8 eggs, 10 apples on the board. 3. Write these words on the board: many, a few.</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 count. Point to the names of the numbers one to ten. Count forwards and then backwards.
4. **Say:** Today we will count different nouns.

Introduction to the New Material (10 minutes)

1. Point to the first picture of 2 goats.
Ask: What are these? Choose a pupil to answer. (Answer: two goats). Cover one of the goats.
Ask: What can you see now? Choose a pupil to answer. (Answer: a goat, or one goat)
Say: We can say how many goats there are. We can count them. **Say with me:** One – two. Two goats. Point to the goats when you count.
2. Continue pointing to the pictures and discussing them with the pupils.
3. Point to the word 'many' on the board.
Ask: Who can tell us what this word says? (Answer: many)
Ask: What does 'many' mean? Some pupils may be able to tell you. If not, gesture to all the children in the class. **Say:** There are many children in the class. There are a lot. Use local language to explain if necessary. **Say with me:** Many – many – many.
4. Point to the words 'a few' on the board.
Ask: Who can tell us what these words says? (Answer: a few)
Ask: What does 'a few' mean? Some pupils may be able to tell you. If not, call three volunteers to come to the front and stand in a group. **Say:** There are a few children in this group. There are not a lot. **Say with me:** Few – few – few.
5. Point to the four pictures on the board. Point to the word 'many' on the board.
Ask: Which picture has many things? The pupils may be able to tell you – the apples and the eggs. **Say:** There are many eggs. There are many apples. The pupils repeat three times.
6. Point to the words 'a few' on the board. **Ask:** Which picture has a few things? The pupils may be able to tell you – the goats and the hens. **Say:** There are a few goats. There are a few hens. The pupils repeat three times.

Guided Practice (10 minutes)

1. **Say:** Let's draw some more pictures. Tell me if there are many or a few.

Draw a picture on one side of the board of ten stars.

Draw a picture on the other side of the board of four squares.

2. Point to the words 'many' and 'a few' **Ask:** Which picture has many? The pupils respond 'The stars.' **Ask:** Which picture has a few? The pupils respond 'The squares.' **Say:** Say with me - There are many stars. There are a few squares.
3. Clean the board.
On one side draw three triangles.
On the other side draw fourteen circles. Point to the word 'many' on the board. **Ask:** Which picture does this word belong to? Choose a volunteer to come and write it on the board next to the picture.
4. Point to the word 'few' on the board. **Ask:** Which picture does this word belong to? Choose a pupil to come and write the word on the board next to the picture. **Say:** Say with me – There are a few triangles. There are many circles.
5. Clean the board. Point to the word 'many'.
Ask: Who can draw many eggs for us? Choose a pupil to come and draw on the board.
Ask: How many eggs? There are many eggs. **Say:** Say with me – There are many eggs.
6. Point to the words 'a few.'
Ask: Who can draw a few apples for us? Choose a pupil to come and draw on the board.
Ask: How many apples? There are a few apples. **Say:** Say with me – There are a few apples.
Repeat with other objects and different pupils.




Independent Practice (10 minutes)

1. **Say:** Open your exercise books. **Say:** Draw some pictures. Listen carefully. Draw many circles.
2. **Say:** Under your circles, draw a few stars. Give the pupils time to draw.
Say: Under your stars, draw a few squares. Give the pupils time to draw.
Say: Under your squares, draw many triangles.
3. Tell the pupils to get into pairs. **Say:** Look at your partner's drawings. Tell your partner if there are many or a few.
Say: There are many circles. There are a few stars.
4. Walk around and support the pupils to use full sentences.

Closing (2 minutes)

1. **Ask:** Today we learnt about the words 'many' and 'a few'.
2. **Say:** Very good.

Lesson Title: Questions	Theme: Nouns	
Lesson Number: L-02-138	Class/Level: Class 2	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to write new questions for a partner to answer, using question marks.		Teaching Aids None		Preparation Write these words on the board: Who, What, When, Where.
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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. Draw a question mark on the board.
4. **Ask:** What do we use this for? (Answer: to show we are asking a question)
5. **Say:** Today we will write our own questions.

Introduction to the New Material (10 minutes)

1. **Say:** Today we are going to learn some question words. Point to the word 'who' on the board.
Say: This says 'who' **Say:** Who – who – who. Listen carefully.
Ask: Who am I? Who am I? Choose a pupil to answer. (Answer: You are the teacher) **Say:** Well done!
Ask: Who are you? Help a volunteer pupil to say 'I am _____.'
Say: Who – who – who. Repeat with me.
2. Point to the word 'what' on the board. **Say:** This says 'what'
Say: What – what – what. Listen carefully. Ask for a volunteer near the front.
Ask: What is your name? What is your name? Help the pupil to say 'My name is _____'
Say: What – what – what. Repeat with me.
3. Point to the word 'where' on the board. **Say:** This says 'where'
Say: Where – where – where. Listen carefully. Ask for a volunteer near the back.
Ask: Where do you live? Where do you live? Help the pupil to say 'I live in _____'
Say: Where – where – where. Repeat with me.
4. Point to the word 'when' on the board. **Say:** This says 'when'
Say it with me: When – when – when. Listen carefully. Ask for a volunteer in the middle.
Ask: When is your birthday? When is your birthday? Help the pupil to say 'My birthday is in _____'
Say: When – when – when. Repeat with me.

Guided Practice (10 minutes)

1. **Say:** Let's write some questions. Point to the word 'who'.
Ask: What does this say? **Say with me:** who – who – who.
2. Write this question on the board. Say each word as you write it.
Write 'Who are you' (Do not add any punctuation)
Ask: What must we put at the end? (Answer: a question mark) **Say:** Yes! This is a question. You are asking something. Write a question mark at the end of the sentence. Add the question mark.

3. **Say:** Read the question with me. Who are you? Point to your friend. Ask your friend the question. Who are you?
4. Point to the word 'what'. **Ask:** What does this say? **Say with me:** what – what – what. Write this question on the board. Say each word as you write it.
Write 'What is your name' (Do not add any punctuation)
Ask: What must we put at the end? (Answer: a question mark) **Say:** Yes! This is a question. You are asking something. Write a question mark at the end of the sentence. Add the question mark.
5. **Say:** Read the question with me. What is your name? Point to your friend. Ask your friend the question. What is your name?
6. Point to the remaining question words and write questions: where and when.




Independent Practice (10 minutes)

1. **Say:** Write the questions in your book. Remember to put a question mark. Point to the four questions on the board.
Walk around and check that the pupils are copying correctly. Help them to write all four questions. Give the pupils 6 minutes to write.
2. Tell the pupils to get into pairs.
Say: Take turns. Read your questions to your friend. Answer your friend.
Walk around and help the pupils to ask and answer the questions.
3. **Say:** Well done! You asked questions. You used question marks.

Closing (2 minutes)

1. **Ask:** What did you do today? (Answer: Write questions)
2. **Say:** Very good.

Lesson Title: Uncountable nouns	Theme: Nouns	
Lesson Number: L-02-139	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use an uncountable noun in sentence, such as 'some rice'.</p>	 <p>Teaching Aids 1. Song 'Shopping Song' at the end of the plan 2. Drawings</p>	 <p>Preparation 1. Write the song 'Shopping Song', at the end of the plan, on the board. 2. Display pictures or drawings of milk, bread, wool and meat. 2. Write these words on the board: some, a lot, a little.</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 count. Count forwards and backwards to 10.
4. **Say:** Today we will learn to use the word 'some'.

Introduction to the New Material (10 minutes)

1. **Say:** Let's start with a song! Point to the song on the board. **Say:** Listen! Sing the song. Repeat and ask the children to sing with you.
2. Point to the first picture. **Ask:** What is this? Choose a pupil to answer. (Answer: milk).
Say: We can't count how much milk there is. We just say 'milk.' **Say:** 'milk'
3. Continue pointing to the pictures and asking what they are.
4. Point to the words 'some' 'a lot' 'a little'. **Say:** When we talk about things we can't count, we can say 'some.' Point to 'some' in the song. We can say 'a lot.' Point to 'a lot' in the song. We can say 'a little.' Point to 'a little' in the song.

Guided Practice (10 minutes)

1. **Say:** Let's draw some more pictures. Tell me if there is a little or a lot.
Draw a picture on one side of the board of a full glass of water.
Draw a picture on the other side of the board of a nearly empty glass of water.
2. Point to the words 'a lot' and 'a little' on the board. **Ask:** Which picture has a lot? The pupils point. **Ask:** Which picture has 'a little' The pupils point.
Say: Say with me – This is a lot of water. This is a little water.
3. Clean the board. On one side draw a full loaf of bread.
On the other side draw a slice of bread. Point to the words 'a lot'.
Ask: Which picture does this word belong to? Choose a pupil to point to the full loaf of bread. Point to the words 'a little'.
Ask: Which picture does this word belong to? Choose a pupil to point to the slice of bread. **Say with me:** This is a lot of bread. This is a little bread.
4. Clean the board. Write the words 'a lot' on the board. **Ask:** Who can draw a lot of wool for us? Choose a pupil to come and draw on the board. **Ask:** How much wool? There is a lot of wool. **Say with me:** There is a lot of wool.

5. Write the words 'a little' on the board. **Ask:** Who can draw a little wool for us? Choose a pupil to come and draw on the board. **Ask:** How much wool? There is a little wool.
Say with me: There is a little wool. Repeat with other objects and different pupils.

Independent Practice (10 minutes)

1. Write the words some juice, some flour, some sugar on the board.
Say: Read with me. Point to the words. The class reads with you. Point to the word 'some.'
Say: We can't count juice, flour and sugar. So we say 'some.' Point to the words again. The pupils read: some juice, some flour, some sugar.
Ask: Where can you buy these things? (Answer: At the shop/market)
2. Tell the pupils to get into pairs with a pupil sitting near them. Give them a minute to get into pairs.
3. **Say:** Sing the 'Shopping Song' with your partner. Sing about some juice, some flour and some sugar. Take turns.
4. Walk around and help groups that need help with the word 'some.'

Closing (2 minutes)




1. **Ask:** What did you learn today? (Answer: A song about shopping/some milk)
2. **Say:** Very good.

[SONG: SHOPPING SONG]

by Deborah Avery Adapted from 'The mulberry bush'

1. This is the way we buy some milk,
buy some milk, buy some milk.
This is the way we buy some milk,
early in the morning.
2. This is the way we buy a little bread
3. This is the way we buy much meat
4. This is the way we buy a lot of wool

Lesson Title: Letter Ww	Theme: Nouns Letter work: Ww	
Lesson Number: L-02-140	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to read, write and illustrate words with 'Ww'.</p>		<p>Teaching Aids The alphabet</p>		<p>Preparation 1. Write the alphabet at the top of the board (or use an alphabet strip). 2. Practise drawing simple pictures of 'Ww' words: water, wheelbarrow, window, woman.</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 'Ww'.

Introduction to the New Material (10 minutes)

1. Write 'Ww' on the board in big letters.
Ask: What words start with 'w'? Write these words next to the letter: wheel, water, we.
Say the words and point to the letters 'w'.
2. **Ask:** Can you say more words beginning with this letter?
3. Choose 4 volunteers (2 boys and 2 girls to give answers and write suggestions on the board. (e.g. window, woman, wheelbarrow, wall) Say the words and point to the letters 'w' in the words.
4. Point to a words that starts with 'w' (e.g. wheel). **Say:** wheel, wheel.
Ask: What is this? Pupils say the word. Point to another word that starts with 'w' (e.g. water).
Say: water, water.
Ask: What is this? Pupils say the word.
5. Continue reading all of the words next to 'w' (e.g. we, window, woman, wheelbarrow, wall.).

Guided Practice (10 minutes)

1. **Say:** Let's play a game. On the left hand side of the board, quickly draw a wheel.
Ask: What is this? Raise your hands! Choose a pupil to give the answer.
2. Quickly draw a simple picture of another one of the words (e.g. window)
Ask: What is this? Raise your hands! Choose a pupil to give the answer alternating between boys and girls.
3. Continue drawing 'Ww' words and encouraging pupils to say the words. Choose words you can draw. For example: woman, wheelbarrow.

Independent Practice (10 minutes)

1. **Say:** Open your exercise books. **Say:** Draw four pictures of the words beginning with the letter 'w'. Write the words. Give pupils 8 minutes to write and draw.
2. 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.

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 'Ww').
2. **Say:** Very good.

Lesson Title: Story: 'Lost in Freetown'	Theme: Connections	
Lesson Number: L-02-141	Class/Level: Class 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to read and discuss 'Lost in Freetown' with the class.</p>		<p>Teaching Aids Story 'Lost in Freetown' at the end of the plan</p>		<p>Preparation Write the story 'Lost in Freetown', 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 story about getting lost.

Introduction to the New Material (10 minutes)

1. **Ask:** Where do you live? Raise your hands. Choose 2 volunteers (1 boy and 1 girl) to answer.
Ask: Have you been to a city? Which city? Raise your hands. Choose 4 volunteers (2 boys and 2 girls) to tell you about cities they have visited.
2. **Say:** Today we are going to read a story. The story is about getting lost in Freetown. Read the first line of the story 'Abu and Ali met some boys.' Speak slowly and clearly. Point to the words on the board.
Ask: Who is the story about? (Answer: Abu and Ali).
3. **Say:** 'Come, play football with us.' Speak slowly and clearly. Point to the words.
Ask: Can you show me how you play football?
4. **Say:** 'After the game Abu and Ali did not know the way home.' Speak slowly and clearly. Point to the words. **Ask:** Raise your hand if you know how to get home?
5. **Say:** 'They walked up one street and down another street.' Speak slowly and clearly. Point to the words. Mime walking one way and then the other.
6. **Say:** 'They looked at one house and another house.' Speak slowly and clearly. Point to the words. **Ask:** Can you mime looking at one house and another house?
7. **Say:** 'They turned one corner and another corner.' Speak slowly and clearly. Point to the words. **Ask:** Can you mime going around a corner and then going around another corner?
8. **Say:** 'Ali was crying. Abu was crying.' Speak slowly and clearly. Point to the words. Mime crying.
9. **Say:** 'What is the matter? Asked a lady.' Speak slowly and clearly. Point to the words. **Ask:** Can you mime asking a question?
10. **Say:** 'We are lost, said Abu and Ali.' Speak slowly and clearly. Point to the words. **Ask:** What does lost mean?
11. **Say:** 'Oh, you are the nephews of my friend. I will take you home, said the lady.' Speak slowly and clearly. Point to the words. Ask 2 volunteers (1 boy and 1 girl) to mime walking home.
12. **Say:** 'They went down the street and around the corner.' Speak slowly and clearly. Point to the words.
13. **Say:** 'There was the house! Ali and Abu were very, very happy.' Speak slowly and clearly. Point to the words. **Ask:** Can you mime Abu and Ali being happy?
14. Read the whole story with the pupils again.

Guided Practice (10 minutes)

1. **Say:** Let's act the story. **Ask:** Who will be Abu? Choose a volunteer. It can be a girl or a boy.
Ask: Who will be Ali? Choose a volunteer. **Ask:** Who will be the boys? Choose 2 to 4 volunteers depending on the space in the front of the classroom. **Ask:** Who will be the lady? Choose a volunteer to be the lady.
2. Point to the first line of the story. **Say:** Let's read together 'Abu and Ali met some boys.' **Ask:** What will you do? Point to the actors. Help the pupils to act out meeting in a street.
3. Continue reading the story with the class. Help the pupils to act out the story.
4. **Say:** Well done! Let us clap for our actors.

Independent Practice (10 minutes)

1. Tell pupils to get into pairs. **Say:** Talk about getting lost. Take turns. Tell the story. Walk around the class and help the pupils to use the vocabulary.
2. Read the story to the class again.
3. **Say:** Draw a picture of Ali and Abu getting lost.
Walk around and support the pupils to draw pictures of the story.
4. Ask 4 pupils (2 boys and 2 girls) to volunteer to tell the class about their pictures.
5. Ask all pupils to hold up their work for you to see.

Closing (2 minutes)

1. **Say:** Class, listen. You drew good pictures. Well done!
2. **Say:** Very good.

[STORY: LOST IN FREETOWN]

from RAISES Reader Class 2, Page 19.

Abu and Ali met some boys.

'Come, play football with us.'

After the game Abu and Ali did not know the way home.

They walked up one street and down another street.

They looked at one house and another house.

They turned one corner and another corner.

Ali was crying. Abu was crying.

'What is the matter?' asked a lady.




'We are lost,' said Abu and Ali.

'Oh, you are the nephews of my friend. I will take you home,' said the lady.

They went down the street and around the corner.

There was the house! Ali and Abu were very, very happy.

Lesson Title: Connections: Text to self	Theme: Connections	
Lesson Number: L-02-142	Class/Level: Class 2	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to relate this story to a time they or someone they know was lost.		Teaching Aids Story 'Lost in Freetown' at the end of the plan		Preparation Write the story 'Lost in Freetown', 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. **Say:** Today is...? Pupils say the correct date. Write the date on the board. **Ask:** What story did we read yesterday? (Answer: Lost in Freetown)
2. **Say:** Today we will talk about getting lost.

Introduction to the New Material (10 minutes)

1. **Say:** Let's read our story about getting lost in Freetown. Read the whole story to the pupils. Point to the words. **Say:** Read with me. The pupils read any parts of the story they can manage.
2. **Ask:** What happened to the boys in the story? Raise your hands. Choose a pupil to answer. (Answer: They got lost.) **Ask:** What did Abu and Ali do? Raise your hands. Choose two pupils (1 boy and 1 girl) to answer. There are two answers. (Answer: They tried to find their way home. They cried.)
Ask: How do you think Abu and Ali felt? Some pupils may be able to answer. If not, help them by saying that they were scared, that they were sad.
3. **Say:** Let's think about Abu and Ali. **Ask:** Where did they get lost? (Answer: In Freetown, in a city)
4. **Say:** Tell me some things they were thinking when they were lost. The pupils come up with ideas.
5. Write the English words on the board. For example: frightened, sad, cross, scared.
Say: Read the words with me. Point to the words. The pupils repeat them with you.
6. **Say:** Tell me some things they felt when they got home safely. They were found. Help them to say the words in English. Write the English words on the board. For example: happy, excited, safe, and pleased.
Say: Read the words with me. Point to the English words. The pupils repeat them with you.
7. Read the whole story again with the pupils.

Guided Practice (10 minutes)

1. Clean the board. Divide the board into three columns. Write 'Lost' at the top of the second column. Write 'Found' at the top of the third column.
2. **Say:** Abu and Ali got lost in the city. **Ask:** Where else do people get lost? Help the pupils name places they could get lost. For example: the market, on the beach, in a shop, at a football match, in a forest. Write the main words in the first column on the board. Read the words with the class.
3. Point to the word 'Lost.' **Ask:** How did Abu and Ali feel when they were lost? The pupils repeat the words you wrote in the Introduction. Repeat the words in English and local language. **Say:** Let us write the words in the column called 'Lost.' Write 'scared, sad, cross' under 'Lost.' Read the words with the class.

4. Point to the word 'Found.' **Ask:** How did Abu and Ali feel when they were found? The pupils repeat the words you wrote in the Introduction.
5. **Say:** Let us write the words in the column called 'Found.' Write 'happy, safe, pleased, excited' under 'Found.' Read the words with the class.
6. **Say:** Listen! I will talk about getting lost. Tell a story. Speak slowly and clearly. For example: 'I got lost in the market. I was scared. I felt cross because I could not see my mother. I cried because I was sad.' Point to the words in the 'Lost' column as you say them.
7. **Say:** This is the rest of the story. For example: 'My mother found me. She was very happy. I was excited. I was pleased I was safe.' Point to the words in the 'Found' column as you say them.
8. **Ask:** Where did I get lost? (Answer: In the market) **Ask:** How did I feel? (Answer: Scared, sad, cross) **Ask:** What did I do? (Answer: I cried) **Ask:** Who found me? (Answer: My mother) **Ask:** How did she feel? (Answer: Happy) **Ask:** How did I feel? (Answer: Safe, excited)

Independent Practice (10 minutes)

1. **Say:** Now you are going to talk about getting lost.
2. **Say:** Get into pairs. **Say:** Tell your partner about getting lost. Use the words on the board to help you. Say where you were lost. Say how you felt. Take turns. Walk around the class and help the pupils to use the vocabulary. Give pupils 7 minutes to talk with their partner.
3. **Ask:** Who will share their story with the class? Choose 4 volunteers (2 girls and 2 boys) to share their stories in English.
4. **Say:** Thank you for telling us your stories. Well done!

Closing (2 minutes)

1. **Ask:** Do you know how Abu and Ali felt? **Ask:** Will you get lost again? Choose some volunteers to answer.
2. **Say:** Very good.

[STORY: LOST IN FREETOWN]

from RAISES Reader Class 2, Page 19.

Abu and Ali met some boys.

'Come, play football with us.'

After the game Abu and Ali did not know the way home.

They walked up one street and down another street.

They looked at one house and another house.

They turned one corner and another corner.

Ali was crying. Abu was crying.

'What is the matter?' asked a lady.




'We are lost,' said Abu and Ali.

'Oh, you are the nephews of my friend. I will take you home,' said the lady.

They went down the street and around the corner.

There was the house! Ali and Abu were very, very happy.

Lesson Title: Letters Xx and Yy	Theme: Connections Letter work: Xx and Yy	
Lesson Number: L-02-143	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read, write and illustrate words with 'Xx' and 'Yy'.</p>	 <p>Teaching Aids The alphabet</p>	 <p>Preparation 1. Write the alphabet at the top of the board (or use an alphabet strip). 2. Practise drawing simple pictures of 'Xx' and 'Yy' words: box, fox, ox, yellow, yam, yarn.</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 in a random order (Example: Dd, Ww, Ff...). The class says the letter names.
4. **Say:** Today we will read, write and draw pictures with 'Xx' and 'Yy'.

Introduction to the New Material (10 minutes)

1. Write 'Xx' on the board in uppercase letters.
Say: In English, we don't find 'x' at the beginning of words. We find 'x' in the middle or at the end of words.
Ask: What words end with 'x'? Write these words next to the letter: box, fix, ox. Say the words and point to the letters 'x'.
2. **Ask:** Can you say more words with this letter? Raise your hands!
3. Choose 2 volunteers (1 boy and 1 girl) to give answers and write suggestions on the board (e.g. fox, oxen, box). Say the words and point to the letters 'x' in the words.
4. Point to a word that ends with 'x' (e.g. box). **Say:** box, box.
Ask: What is this? Pupils say the word.
Point to another word that ends with 'x' (e.g. fix). **Say:** fix, fix.
Ask: What is this? Pupils say the word.
5. Continue reading all of the words next to 'x' (e.g. fox, oxen, box).
6. Write 'Yy' on the board in uppercase letters.
Ask: What words start with 'y'? Write these words next to the letter: yellow, yes, you.
Say the words and point to the letter 'y'.
7. **Ask:** Can you say more words beginning with this letter? Raise your hands!
8. Choose 4 volunteers (2 boys and 2 girls) to give answers and write suggestions on the board (e.g. yesterday, yam, yarn).
Say the words and point to the letters 'y' in the words.
9. Point to a word that starts with 'y' (e.g. yellow).
Say: yellow, yellow.
Ask: What is this? Pupils say the word. Point to another word that starts with 'y' (e.g. yam)
Say: yam, yam.
Ask: What is this? Pupils say the word.
10. Continue reading all of the words next to 'y' (e.g. you, yesterday, yes, yarn).

Guided Practice (10 minutes)

1. **Say:** Let's play a game. On the left hand side of the board, quickly draw a box.
Ask: What is this? Raise your hands! Choose a pupil to give the answer.
2. Quickly draw a simple picture of another one of the words (e.g. oxen)
Ask: What is this? Raise your hands! Choose a pupil to give the answer.
3. Quickly draw a simple picture of another one of the words (e.g. yellow)
Ask: What is this? Raise your hands! Choose a pupil to give the answer.
4. Continue drawing pictures with more 'Xx' and 'Yy' words. Choose words you can draw. For example: yam, yarn.




Independent Practice (10 minutes)

1. **Say:** Draw two pictures of the words ending with the letter 'x'.
2. **Say:** Draw two pictures of the words starting with the letter 'y'.
3. **Say:** Write the words.
Walk around the room and check that pupils are drawing pictures and writing words. Give pupils 8 minutes to draw and write.
As they draw ask:
 - What is this?
 - What is that?Talk about the drawings:
 - That's a good picture.
 - Neat writing.
4. **Say:** Show your pictures to a friend. Read your friend's words.

Closing (2 minutes)

1. **Ask:** What did you learn today? (Answer: To read words with 'x' and 'y').
2. **Say:** Very good.

Lesson Title: Letter writing	Theme: Connections	
Lesson Number: L-02-144	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to plan and write a short letter to the boys in the story.</p>	 <p>Teaching Aids 1. Story 'Lost in Freetown' at the end of the plan. 2. Letter Template</p>	 <p>Preparation 1. Write the story 'Lost in Freetown', at the end of the plan, on the board. 2. Write the Letter Template, 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:** Do you remember what a letter is for? (Answer: To tell other people something.) **Ask:** What do we put at the beginning of a letter? (Answer: We say 'Dear _____, a greeting).)
4. **Say:** Today we will write a letter together.

Introduction to the New Material (10 minutes)

1. Read the story 'Lost in Freetown' again. Point to the words. **Say:** Read with me. The pupils read the parts of the story they can remember.
2. **Ask:** Who are the boys in the story? Choose 2 volunteers (1 boy and 1 girl) to answer. (Answer: Abu and Ali)
3. **Ask:** What happened to Abu and Ali? (Answer: They got lost.)
Ask: Why did they get lost? Help the pupils to talk about some reasons.
For example: They went with people they didn't know, they went too far from home, they didn't think about where they were going, they didn't tell anyone at home where they were.
4. **Ask:** What do you think Abu and Ali should do? Support the pupils to think of different ideas. For example: Be careful, don't go with strangers, say thank you to the lady who helped them.
5. **Say:** Now we are going to write a letter to Abu and Ali.

Guided Practice (10 minutes)

1. Point to the letter template on the board. **Say:** I will help you write a letter. At the beginning it says 'Dear.' **Ask:** What names shall we write? Choose a pupil to tell you what to write. **Write:** 'Abu and Ali' in the first space. **Ask:** What do we put after the names? Remind the pupils that they need a comma after the names. Write a comma after the names. **Say:** Read with me. Read the greeting together.
2. Point to the second line. **Say:** This says 'You must not _____.' **Ask:** What can we write here? Some of the pupils may be able to give you ideas from the Introduction.
For example: go with strangers; go far from home. Choose two ideas. Write them on the board. **Ask:** Which idea shall we choose? Let the class vote. Write the idea with the most votes on the line. For example: You must not go with strangers.
Ask: What do we put at the end of the sentence? Remind the pupils that they need a full stop. Write a full stop. **Say:** Read with me. Read the line together.
3. Use the ideas from the Introduction to help you complete the next line.

4. Point to the fourth line. **Say:** 'Will you get lost again' **Ask:** What must go at the end. (Answer: question mark) Remind the pupils that they need a question mark. Write a question mark.
Say: Read with me. Read the line together.
5. Point to the last line. **Ask:** Who is this letter from? Pupils may have different ideas.
Say: We wrote this letter together. It is from us. Let us write 'Class Two' on the line.
6. Read the whole letter with the class. Point to the words. The class reads with you.

Independent Practice (10 minutes)

1. **Say:** Write the letter in your books. Be careful to use commas, full stops and question marks. Remember to use capital letters at the beginning of sentences. Give pupils 6 minutes to write.
2. **Say:** Draw a picture for Abu and Ali. Show your friend your picture.

Closing (2 minutes)

1. **Ask:** What did you learn today? (Answer: To write a letter).
2. **Say:** Very good.

[STORY: LOST IN FREETOWN]

from RAISES Reader Class 2, Page 19.

Abu and Ali met some boys.

'Come, play football with us.'

After the game Abu and Ali did not know the way home.

They walked up one street and down another street.

They looked at one house and another house.

They turned one corner and another corner.

Ali was crying. Abu was crying.

'What is the matter?' asked a lady.

'We are lost,' said Abu and Ali.

'Oh, you are the nephews of my friend. I will take you home,' said the lady.

They went down the street and around the corner.

There was the house! Ali and Abu were very, very happy.

[LETTER TEMPLATE]

by Deborah Avery

A letter template:

Dear _____ _




You must not _____ _

You must _____ _

Will you get lost again _

Love from _____

Lesson Title: Articles	Theme: Connections	
Lesson Number: L-02-145	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to match articles to people and animals.</p>	 <p>Teaching Aids 1. Song 'Ranger Abdul' at the end of the plan 2. Drawings</p>	 <p>Preparation 1. Write the song 'Ranger Abdul', at the end of the plan, on the board. 2. Write these words on the board: a, an, some, many. 3. Draw pictures of: a lion, an elephant, some zebras (4) and many monkeys (10) 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. Count to ten. Hold up ten fingers. **Ask:** Is this a finger? **Say:** No, it is many fingers. **Say with me:** Many fingers.
4. **Say:** Today we are going to use words to tell us more about animals.

Introduction to the New Material (10 minutes)

1. **Say:** Today we are going to sing a new song. It is about a Game Park.
Ask: Who can tell me what a Game Park is? Some pupils may be able to answer. If not, tell the pupils that a Game Park is a place where wild animals are kept.
Ask: What kind of wild animals live in a Game Park? Raise your hands. Ask pupils to tell you the names of different wild animals. Write the English words on the side of the board.
2. **Say:** A Ranger is in charge of a Game Park. Our Ranger is Ranger Abdul. **Say with me:** Ranger Abdul.
3. **Say:** Ranger Abdul has a lion, an elephant, some zebras and many monkeys in his park. Point to the pictures of the animals. Point to each one. **Say:** A lion. A lion. An elephant. An elephant. Some zebras. Some zebras. Many monkeys. Many monkeys.
4. **Say:** Listen. I will sing the song. You sing E-i-e-i-o.
5. **Sing:** 'Ranger Abdul had a Park.' The pupils sing: E-i-e-i-o.
6. **Sing:** And in that Park he had a lion. Point to the lion picture. The pupils sing: E-i-e-i-o.
7. Continue for the rest of the song.
8. **Say:** Let's sing the whole song together. Point to the words and sing the song.

Guided Practice (10 minutes)

1. Point to the words 'a', 'an', 'some', 'many' on the board. Read each word. The pupils say the words with you.
2. **Ask:** Who can find the word 'a' in our song? Point to the word 'a'. Choose a volunteer to find the 'a' in the words on the board. Underline a lion. Read the words 'a lion' with the class.

3. **Ask:** Who can find the word 'an' in our song? Point to the word 'an'. Choose a volunteer to find the 'an' in the words on the board. Underline an elephant. Read the words 'an elephant' with the class.
4. Continue guiding pupils to find the words 'some' and 'many'.
5. Write the articles on the right hand side of the board. Put one under the other in this order: some – a – many – an. Draw the pictures of the animals on the left side of the board. Put them one under the other in this order: lion – elephant – zebras - monkeys.
6. **Say:** Let's play a game. Point to the picture of the lion. **Ask:** Which word goes with 'lion'? some, a, many or an? Choose a pupil to tell you. (Answer: a) Choose a volunteer and **say:** Come and draw a line from 'a' to 'lion'. **Say with me:** a lion, a lion, a lion.
7. Continue asking volunteers to match pictures and articles.
8. Rub the lines off the board. Leave the pictures and words.

Independent Practice (10 minutes)

1. **Say:** Write the words 'some', 'a', 'many' and 'an' on the left of your page. Point to the words as you say them. Give the pupils time to write the words.
2. **Say:** Draw the pictures on the right of your page. Draw lines from the words to the right pictures. Walk around and help the pupils who have forgotten. Give pupils 8 minutes to write and draw.
3. **Say:** Let's say the words again: a lion, an elephant, some zebras, many monkeys.

Closing (2 minutes)

1. **Ask:** What did you learn today? (Answer: To match words and pictures).
2. **Say:** Very good.

[SONG: RANGER ABDUL]

by Deborah Avery Adapted from 'Old McDonald had a farm'




Ranger Abdul had a park. E-i-e-i-o
And in that park he had a lion. E-i-e-i-o

Ranger Abdul had a park. E-i-e-i-o
And in that park he had an elephant. E-i-e-i-o

Ranger Abdul had a park. E-i-e-i-o
And in that park he had some zebras. E-i-e-i-o

Ranger Abdul had a park. E-i-e-i-o
And in that park he had many monkeys. E-i-e-i-o

Lesson Title: Poem and Tiny Tale: 'Zip up the Zipper'	Theme: Reading Letter work: Zz
Lesson Number: L-02-146	Class/Level: Class 2 Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to co-write and discuss the Tiny Tale 'Zip up the Zipper'.</p>	 <p>Teaching Aids 1. Poem 'Zip up the Zipper' at the end of the plan 2. Tiny Tale 'Zip up the Zipper' at the end of the plan 3. Drawings</p>	 <p>Preparation 1. Write the poem 'Zip up the Zipper', at the end of the plan, on the board. 2. Write the Tiny Tale 'Zip up the Zipper', at the end of the plan, on the board. 3. Draw pictures of items with zippers 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 talk about and write a Tiny Tale.

Introduction to the New Material (10 minutes)

1. **Say:** Today we will talk about zippers. **Ask:** Who can tell me what a zipper is? Raise your hands. Choose a pupil to answer. If no one can answer, show the pupils the picture of the zipper.
Say: Say with me. This is a zipper.
2. **Ask:** What sound does a zipper make?. Choose a pupil to tell you. (Answer: zzzip) If you have a real zipper, open and close it so that the pupils can hear the noise.
3. **Say:** Let's write a Tiny Tale! Listen to my poem. Read the poem 'Zip up the Zipper!' Speak slowly and clearly. Translate any words that are difficult. Repeat the poem. Point to the words on the board. **Say:** Read with me. Read the poem again.
4. **Ask:** Where do we find zippers? Choose pupils to give you answer. (Answer: on skirts, dresses, jackets, boots, bags, purses, tents) Point to the pictures on the board. Say the names of the items clearly. The class repeats the words with you.
5. Choose some of the ideas and write the most important word on the board. Ask pupils to help you sound them out and choose letters. **Say:** skirt. Write the letter blend 'sk' on the board.
Say: sk- sk - sk. **Ask:** What sound is this? Yes! 'sk'. **Ask:** What sound comes next? Write 'ir' next to 'sk.' **Ask:** What sound is this? Yes! 'ir.' **Say:** What sound comes next? Write 't' next to 'ir'.
Ask: What letter is this? Yes! Letter 't'. Now let's read the word together. Skirt - skirt - skirt.
6. Continue writing some of the items the class named.

Guided Practice (10 minutes)

1. Choose 4 of the shortest words to put on the chart.
Try to select these words: skirt, bag, and boots.
2. Read the Tiny Tale out loud for the children. **Say:** Zip up the zipper. Say with me. The class reads the first line.
3. Read the second line. **Say:** Zip up your _____. Stop when you reach the space. Fill the space with a word from the pupils. For example: Zip up your skirt.

4. Continue to complete the Tiny Tale using words from the pupils.
5. Read the final line with the pupils.
6. Read the completed Tiny Tale for the children once, slowly. Say: Well done! You wrote a story.

Independent Practice (10 minutes).

1. Read the Tiny Tale again. Guide the pupils to read with you.
2. **Say:** Copy the Tiny Tale in your book. Remember the commas and full stops.
Walk around the room and check that pupils are writing carefully. As they write **ask:** Where does a full stop go? Where is the exclamation mark?
3. **Say:** Show your Tiny Tale to a friend. Read your friend's words.

Closing (2 minutes)

1. **Ask:** What did you learn today? (Answer: To write a story).
2. **Say:** Very good.

Note: Keep the Tiny Tale for later in the week.

[*POEM: ZIP UP THE ZIPPER*]

from RAISES Teachers Guide, Class 1, Alphabet Chants, page 58

Zip up the zipper

Zip, zip, zip.

Zip your trousers,

Zip your skirt,

Zip up the zipper,

Zip, zip, zip

[*TINY TALE: ZIP UP THE ZIPPER*]

from RAISES Teachers Guide, Class 2

Zip up the zipper

Zip your _____.




Zip your _____.

Zip your _____.

Zip your _____.

Zip! Zip! Zip!

Lesson Title: Letter: Zz	Theme: Reading Letter work: Zz	
Lesson Number: L-02-147	Class/Level: Class 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read, write and illustrate words with 'Zz'.</p>	 <p>Teaching Aids 1. The alphabet 2. Drawings</p>	 <p>Preparation 1. Write the alphabet at the top of the board (or use an alphabet strip). 2. Practise drawing simple pictures of 'Zz' words: zebra, zipper, zero, zigzag.</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 Zz.

Introduction to the New Material (10 minutes)

1. Write 'Zz' on the board in big letters.
Ask: What words start with 'z'? Write these words next to the letter: zipper, zero, zebra.
Say the words and point to the letters 'z'.
2. **Ask:** Can you say more words with this letter?
3. Choose 2 volunteers (1 boy and 1 girl) to give answers and write two suggestions on the board (e.g. zip, zigzag). Say the words and point to the letters 'z' in the words.
4. Point to a word that starts with 'z' (e.g. zipper).
Say: zipper, zipper.
Ask: What is this? Pupils say the word.
Point to another word that starts with 'z' (e.g. zebra).
Say: zebra, zebra.
Ask: What is this? Pupils say the word.
5. Continue reading all of the words next to 'z' (e.g. zigzag, zip, zero).
6. **Ask:** Do you know any names of people or places that start with 'Z'? Choose pupils to tell you names. For example: Zainab, Zinab, Zanzibar, Zimbabwe, Zambia. Write any names with 'Z' on the board.
Say: Remember, we use a capital letter at the beginning of names of people and places.

Guided Practice (10 minutes)

1. **Say:** Let's play a game. On the left hand side of the board, quickly draw a zigzag.
Ask: What is this? Choose a pupil to give the answer.
2. Quickly draw a simple picture of another one of the words (e.g. zebra)
Ask: What is this? Choose a pupil to give the answer.
3. Continue drawing more of the 'z' words. Choose words you can draw. For example: zip, zero.

Independent Practice (10 minutes)

1. **Say:** Draw four pictures of the words beginning with the letter 'z'. Copy the words. Give pupils 8 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. Ask pupils to hold up their work for you to see.

Closing (2 minutes)

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

Lesson Title: Reading	Theme: Reading	
Lesson Number: L-02-148	Class/Level: Class 2	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to read the Tiny Tale 'Zip up the zipper'		Teaching Aids Tiny Tale 'Zip up the zipper' at the end of the plan		Preparation Write the class Tiny Tale 'Zip up the zipper', from L_02_146, 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:** Let's revise! Let's sing the Alphabet song from 'a' to 'z'.
4. **Say:** Today we will read our own Tiny Tale, Zip up the Zipper.

Introduction to the New Material (10 minutes)

1. **Say:** Let's revise.
Ask: What sound does a zipper make? Choose a pupil to answer. (Answer: zzzip)
Ask: What is a zipper for? Choose a pupil to answer (alternating between boys and girls). (Answer: to close clothes, bags)
Ask: Where do you find zippers? Choose a pupil to answer. (Answer: pants, skirts, bags, tents, purses, jackets)
2. **Say:** Let's read our Tiny Tale. Point to the words. Read the Tiny Tale with the class.
3. Point to the word 'Zip' **Say:** Sound this word. /Z/-/i/-/p/ – zip. **Say with me:** z-i-p – zip.
4. Point to the word 'zipper' **Say:** Sound this word. /Zip/-/per/ – zipper. **Say with me:** zip-per. Zipper.
5. Point to the word 'skirt.'
Ask: Do you remember how to sound this word? We sounded it on Monday. sk– sk - sk –
Ask: What sound is that? Yes! 'sk'.
Ask: What sound comes next? Write 'ir' next to 'sk.'
Ask: What sound is this? Yes! 'ir.' **Say:** What sound comes next? Yes 't'. Write 't' next to 'ir'.
Ask: What letter is that? Yes! Letter 't'. Now let's read the word together. Skirt – skirt - skirt.
6. Continue decoding the words of the completed Tiny Tale.

Guided Practice (10 minutes)

1. Read the Tiny Tale to the class. Use expression as you read. Emphasise the word 'Zip' each time you read it. Read at a normal speed (not too slowly).
2. Tell the pupils to find a partner. **Say:** You are going to read the Tiny Tale with your partner. Let us read the first line together.
3. **Say:** Zip up the zipper. **Ask:** Can you read the words? Z-i-p says zip. Zip-per says zipper. Read with me. Read quickly. Zip up the zipper.
4. **Say:** Read the first line with your partner. Listen to the pupils as they read aloud. Help them to use expression and to read at a speaking speed.
5. **Say:** Let us look at the next line. **Ask:** Can you read the words? You know how to read 'zip.'

Point to 'your' on the Tiny Tale. **Say:** /Y/-/our/, says your. Sk-ir-t, says skirt. Read with me. Zip your skirt.

6. **Say:** Read the line with your partner. Listen to the pupils as they read aloud.
7. Continue decoding the rest of the lines and encourage pupils to read with their partner.
8. **Say:** Read the whole Tiny Tale with your partner.

Independent Practice (10 minutes)

1. **Say:** Open your exercise books.
Say: Write the Tiny Tale in your book again. Think about how you say the words. Walk around the room and support the pupils' with their writing.
2. **Say:** Read the Tiny Tale by yourself. Read out loud. Try and listen to as many of the pupils as you can.
3. **Ask:** Who would like to read to the class? Choose a boy and a girl to read the Tiny Tale from their exercise books. **Say:** Well done!

Closing (2 minutes)

1. **Say:** You are good readers. Read the story to your family.
2. **Say:** Very good.

[TINY TALE: ZIP UP THE ZIPPER]

from RAISES Teachers Guide, Class 2

Zip up the zipper

Zip your _____.




Zip your _____.

Zip your _____.

Zip your _____.

Zip! Zip! Zip!

Lesson Title: Punctuation	Theme: Reading	
Lesson Number: L-02-149	Class/Level: Class 2	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to write simple sentences with correct punctuation.		Teaching Aids None		Preparation None
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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. We are almost at the end of the year. Can you say the alphabet on your own? Choose different pupils to say the letters of the alphabet from a to z.
4. **Say:** Today we will write sentences on our own.

Introduction to the New Material (10 minutes)

1. **Ask:** Who can remember how we start a sentence? Choose a pupil to answer. (Answer: With a capital letter.) Repeat 'capital letter' with the class.
Ask: Who can remember what we put at the end of a sentence? Choose a pupil to respond. Most pupils will remember 'full stop' and 'question mark.' **Say:** 'full stop'; 'question mark' with the class.
2. **Say:** We also use another mark when we are excited or want to say something loudly. We call it an exclamation mark. Write '!' on the board. **Say:** Exclamation mark. Pupils repeat.
3. **b** 'this is a zipper' (do not add any punctuation)
Ask: How can you make the sentence right? Choose two pupils (1 boy and 1 girl) to answer. (Answer: Add a capital letter. Add a full stop). Correct the sentence on the board: This is a zipper. Point to the sentence. **Say:** Read with me. This is a zipper.
4. Write 'is this a zipper' (do not add any punctuation)
Ask: How can you make the sentence right? Choose two pupils (1 boy and 1 girl) to answer. (Answer: Add a capital letter. Add a question mark.)
Ask: Who can come and fix the sentence? Choose a pupil to come and correct the sentence on the board: Is this a zipper? Point to the sentence? **Say:** Read with me. Is this a zipper?
5. Write 'zip your zipper' (do not add any punctuation)
Ask: How can you make the sentence right? Choose two pupils (1 boy and 1 girl) to answer. (Answer: Add a capital letter. Add an exclamation mark.)
Ask: Who can come and fix the sentence? Choose a pupil to come and correct the sentence on the board: Zip your zipper! Point to the sentence. **Say:** Read with me. Zip your zipper!
6. Read all three sentences with the class, rubbing them out once you have read them.

Guided Practice (10 minutes)

1. Write the incomplete sentences on the board again (this is a zipper – is this a zipper – zip your zipper).
2. **Say:** Write the first sentence in your book. Wait until all the pupils have copied the sentence.

3. **Ask:** Can you fix the sentence? Hold up your book when it is right. Check the pupils' work. If they have not done it correctly, remind them what to do.
4. Write the correct answer on the board.
Say: Check your answer. (Answer: This is my bag.)
5. **Say:** Read the sentence together.
6. Ask pupils to fix the other two sentences. (Answers: Is this your skirt? Zip your pants!)
7. Write the correct answer on the board and ask pupils to check their answers.




Independent Practice (10 minutes)

1. Rub out some letters and words so that these sentences are on the board:
This is my _____
Is this your _____
Zip your _____
2. **Say:** Write the sentences into your book. Write any word you like on the lines. Remember to write full stops, question marks and exclamation marks.
Walk around and help the pupils spell the words they choose to put on the lines. Give pupils 7 minutes to write.
3. **Ask:** Who would like to read their sentences to the class? Choose a boy and a girl to read their sentences. **Say:** Well done!

Closing (2 minutes)

1. **Ask:** What did you learn today? Raise your hands. (Answer: To write sentences)
2. **Say:** Very good.

Lesson Title: Rhyming words	Theme: Reading	
Lesson Number: L-02-150	Class/Level: Class 2	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to match rhyming words.		Teaching Aids Poem 'Rhyming Animals' at the end of the plan		Preparation Write the poem 'Rhyming Animals', 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. **Say:** Today is...? Pupils say the correct date. Write the date on the board.
2. **Say:** Today we will match rhyming words.

Introduction to the New Material (10 minutes)

1. **Say:** Today we are going to learn a new poem about animals. Point to the poem on the board.
2. **Say:** Mr Lion is big and brown. Mr Lion is sitting down.
Ask: What is a lion? **Ask:** How noise does a lion make? Choose volunteers (1 boy and 1 girl) to answer. Read the lines with the class.
3. **Say:** Mrs Elephant's very round. Mrs Elephant makes no sound.
Ask: What is an elephant? **Say:** Show me how an elephant walks. Choose volunteers (1 boy and 1 girl) to answer. Read the lines with the class.
4. **Say:** Mr Giraffe is very tall. Mr Giraffe sees over the wall.
Ask: What is a giraffe? **Say:** Show me what a giraffe's neck looks like. Choose volunteers (1 boy and 1 girl) to answer. Read the lines with the class.
5. **Say:** Mrs Fish is very wet. Mrs Fish doesn't like your net.
Ask: What is a fish? **Ask:** Why don't fish like nets? Choose volunteers (1 boy and 1 girl) to answer. Read the lines with the class.
6. **Say:** Mr Leopard is very fast. Mr Leopard never comes last.
Ask: What is a leopard? **Ask:** How fast do leopards run? Choose volunteers (1 boy and 1 girl) to answer. Read the lines with the class.
7. **Say:** Mrs Tortoise is very still. Mrs Tortoise might be ill.
Ask: What is a tortoise? **Ask:** How fast do tortoises move? Choose volunteers (1 boy and 1 girl) to answer. Read the lines with the class.
8. **Say:** Mr Hyena likes to eat. Mr Hyena likes lots of meat.
Ask: What is a hyena? **Ask:** What do hyenas eat? Choose volunteers (1 boy and 1 girl) to answer. Read the lines with the class. **Ask:** Did you notice some of the words rhyme? Say the poem with me.

Guided Practice (10 minutes)

1. Divide the class into two teams. **Say:** We will read the poem. Team 1 will read the first line. Team 2 will read the second line. Watch me. I will point to your team when it is your turn. Read the poem with the class alternating between teams 1 and 2.
2. **Say:** Let's look at the lines about Mr Lion. Team 1, **Ask:** What word was at the end of your line? (Answer: brown)

Say: Team 2, what word was at the end of your line? (Answer: down)

3. **Say:** The words rhyme. Brown – down, brown – down. The pupils say the words with you. Write 'brown' and 'down' on the board.
4. Continue identifying the rhyming words for the other verses of the poem.
5. Read the poem again in teams, without stopping after each line.

Independent Practice (10 minutes)

1. Clean the board. Write these words on the left hand side of the board one under the other: brown, round, tall, wet, fast, still, eat.
2. Write these words on the right hand side of the board, one under the other: ill, down, wall, meat, sound, net.
3. **Say:** Open your exercise books.
4. **Say:** Write the words into your book. Wait till the pupils have copied all the words down.
5. **Say:** Now match the words that rhyme. Like this. Draw a line from 'brown' to 'down'. 'Brown' and 'down' rhyme.
6. **Ask:** Can you find the word that rhymes with 'round'? Choose a pupil to answer. (Answer: sound) Draw a line from 'round' to 'sound.'
7. **Ask:** Can you find the other words to rhyme? Work on your own.
8. Walk around and support the pupils.

Closing (2 minutes)

1. **Ask:** What did you learn today? Raise your hands. (Answer: To match words that rhyme)
2. **Say:** Very good.

[*POEM: RHYMING ANIMALS*]

by Deborah Avery.

Mr Lion is big and brown.

Mr Lion is sitting down.

Mrs Elephant's very round.

Mrs Elephant makes no sound.

Mr Giraffe is very tall.

Mr Giraffe sees over the wall.

Mrs Fish is very wet.

Mrs Fish doesn't like your net.

Mr Leopard is very fast.

Mr Leopard never comes last.

Mrs Tortoise is very still.

Mrs Tortoise might be ill.

Mr Hyena likes to eat.

Mr Hyena likes lots of meat.

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